DOCUMENT RESUME

ED 254 188 IR 011 150

TITLE	POWERHOUSE Activity Kit [and] POWERHOUSE Teacher's Manual.
INSTITUTION	Educational Film Center, Springfield, Va.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Dec 82
CONTRACT	300-790-720
NOTE	85p.
AVAILABLE FROM	Educational Film Center, 5101 F Backlick Rd., P.O. Box 1017, Annandale, VA 22003 ($2.50, 1-5 copies Activity Kit; $2.00 for 6 or more copies). A few copies of the Teacher's Manual remain; request price. For videotapes, films, or filmstrips of the POWERHOUSE shows, contact Guidance Assoc., Communications Park, P.O. Box 3000, Mt. Kisco, NY 10549.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Audiovisual Materials (100)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Educational Games; *Educational Television; Elementary Education; *Health Education; Instructional Materials; Intermediate Grades; *Learning Activities; *Nutrition Instruction; Public Television
IDENTIFIERS	*POWERHOUSE

ABSTRACT

Designed to help teachers to use the educational television series POWERHOUSE with young people (8 to 12 year olds), this kit presents activities coordinated with the 16 half-hour programs in the series. The POWERHOUSE shows cover comprehensive health and nutrition topics in an action-adventure format for intermediate students in grades 4-6. Activities cover the following program themes: making friends, coping with stress, learning the importance of discipline and practice, preventing illness and the spread of disease, respecting individual differences, making responsible consumer decisions, getting the facts about alcohol, judging abilities rather than disabilities, taking on challenges and avoiding unnecessary risks, knowing how to find help, learning about weight control, seeing beyond sexual stereotyping, becoming physically fit, and learning about individual growth rates. For each program, a leader sheet provides a synopsis of the television program, background information, and insights into how the activities can help young children. Also included are an activity sheet describing activities for children to do in their meeting room, their community, or at home with their families; games and puzzles; a POWERHOUSE membership certificate; and a logo for stickers and T-shirts. The teacher's manual lists learning objectives, suggests questions and activities for pre- and post-viewing, and presents a brief synopsis of each of the 16 half-hour television dramas. Included, too, are four pages of student handouts. (LMM)

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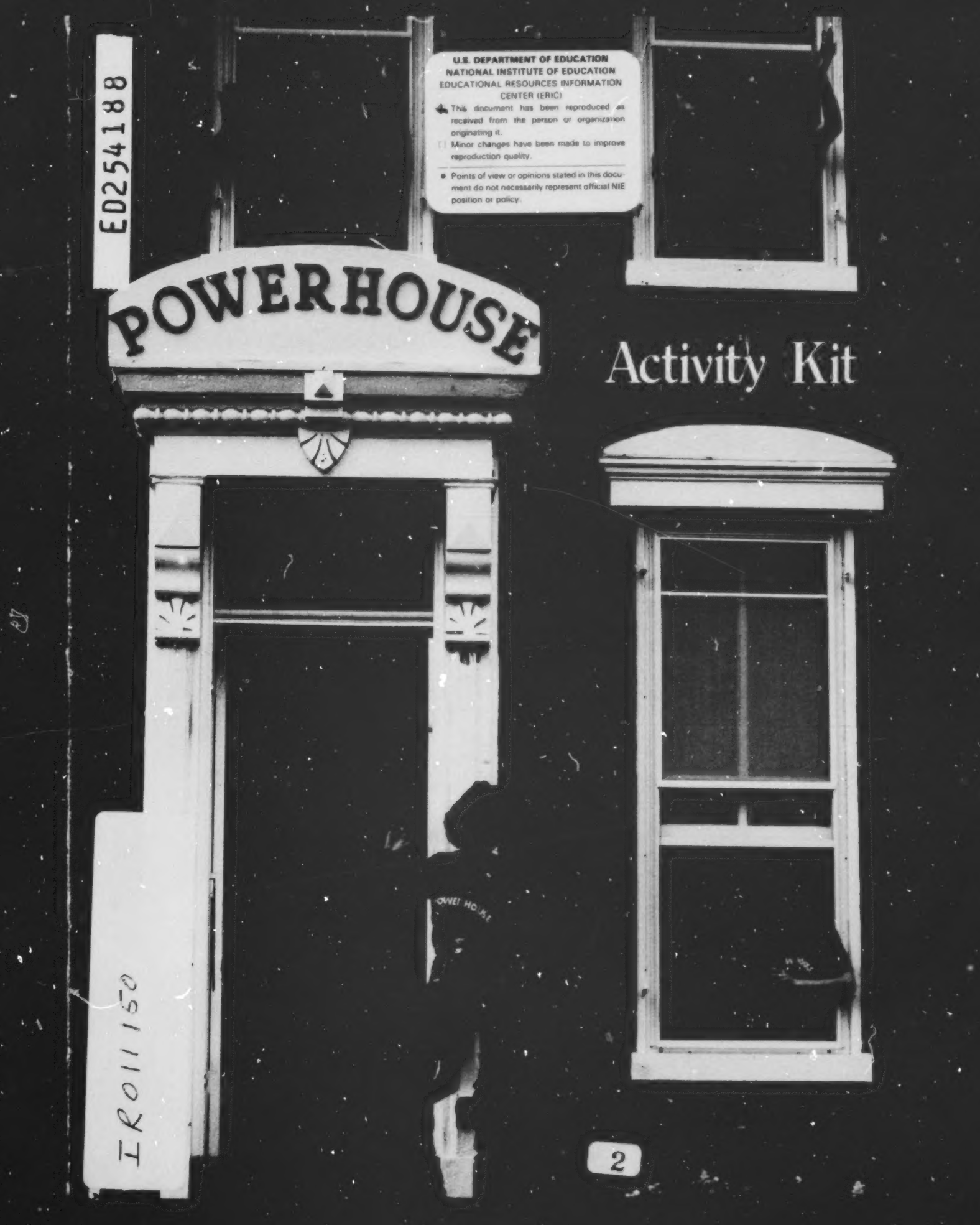

Activity Kit

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How Can I use POWERHOUSE?

This activity kit was designed to help you use POWERHOUSE with young people. You can use it with or without the TV series.

For every POWERHOUSE theme there's a Leader Sheet especially for you. It gives a synopsis of the television program, background information and insights into how the activities can help young people.

For every POWERHOUSE theme there's an Activity Sheet filled with exciting and thought-provoking activities for young people to do in their meeting room, out in the community or at home with their families. Please feel free to photo-copy the Activity Sheet and hand it out. We suggest you bind the originals.

There are also extra sheets with special games and puzzles, a page with a POWERHOUSE membership certificate that you can duplicate and a POWERHOUSE logo to make stickers and T-shirts.

All activities are designed for 8—12 year olds. Select those that best fit the needs, interests and developmental skills of your group.

Look for POWERHOUSE in your local TV listings.

- You might want to watch the programs as a group and then do some of the activities together.
- You might encourage young people to watch it at home and then focus as a group on activities relating to the current TV episode.
- You might want to order videotapes, films or filmstrips of the shows to use with your group. They are available from

Guidance Associates
Communications Park
P.O. Box 3000
Mt. Kisco, New York 10549

Or call toll free (800) 431-1242

What is POWERHOUSE?

A Television series? A place? A state of mind? You?

POWERHOUSE is a television series—
a popular, fast-paced series of half-hour television dramas that uses action, adventure, mystery, fantasy, *and* humor to tell contemporary stories created especially for young people. These stories explore topics such as mental health, nutrition, physical fitness, social and environmental problems in an exciting and entertaining way.

POWERHOUSE is a place—
a fictitious youth center in Washington, D.C. where a group of extraordinary young people meet and become friends.

POWERHOUSE is a state of mind—
an 'I can' state of mind—ready to meet challenges, take action, and seek adventure.

POWERHOUSE is you.
The human being, in mind and body, is a POWERHOUSE. "Learn about your potential," the television series urges, "and take charge of your life."

What's it about?

The major POWERHOUSE themes are:

Programs 101 and 102 Making friends
103 Coping with stress
104 Learning the importance of discipline and practice
105 Preventing illness and the spread of disease
106 Respecting individual differences
107 Making responsible consumer decisions
108 Getting the facts about alcohol
109 Judging abilities rather than disabilities
111 Taking on challenges and avoiding unnecessary risks
112 Knowing how to find help
113 Learning about weight control
114 Seeing beyond sexual stereotyping
115 Becoming physically fit
116 Learning about individual growth rates

Why was POWERHOUSE created?

POWERHOUSE was created to motivate young people to make a lifelong commitment to good mental and physical health. POWERHOUSE is designed to encourage young people to take charge of their lives. As the series says, "Don't just sit there, Do something!"

Who created POWERHOUSE?

POWERHOUSE was created by the Educational Film Center in Annandale, Virginia, under a contract from the United States Department of Education.

Are there commercials in POWERHOUSE?

Yes—and no! POWERHOUSE may be seen on commercial and non-commercial stations. On commercial stations, you may see product advertisements. Otherwise, POWERHOUSE features uncommercials—spots that sell ideas instead of products. Ideas like warming up before exercising, buying athletic shoes that fit, learning how to relax, and not being afraid to participate. Uncommercials are short—30 to 60 seconds long—expanding the notions of comprehensive health in each drama and providing amusing informative messages about responsible health practices. You will find a listing of POWERHOUSE uncommercials at the end of this kit.

Who's In It?

Each episode of POWERHOUSE features a core of regular performers—likable, contemporary characters with whom viewers will be able to identify. They are:

Brenda Gaines who inherits

an old gym from her father and works hard to transform it into the POWERHOUSE youth center. A woman of vision and integrity, Brenda knows that health is more than physical fitness—it is an attitude that keeps you well. "Powerhouse isn't just a place," she tells the young people "It's a state of mind. An 'I can' state of mind."

Kevin, 17, is a veteran of the

tough neighborhood in which POWERHOUSE stands. He is mature, strong, self-reliant. He is also gentle and protective of the younger children.

Tony, 17, has a record of trou-

ble with the law. Now one of the POWERHOUSE gang, he is still unsure of himself and his values. Streetwise and intelligent, Tony makes occasional mistakes in judgment. Many viewers will be able to identify with his anxieties and uncertainties.

Jennifer, 17, is independent,

adventurous and a social reformer at heart. She shares Brenda's strong commitment to the POWERHOUSE philosophy. Mechanically inclined, she is the owner of the POWERHOUSE van, with which she constantly tinkers.

Lolo, 13, is a thinker, a reader

and a strategist. He acts as the Sherlock Holmes of the group and gains peer group acceptance through his quick wit and intelligence.

Pepper, 12,is a lively young girl

who is deeply interested in every-body else's business. She often acts before thinking and her impulsive, adventurous spirit frequently pushes her to the brink of trouble.

POWERHOUSE

Synopsis

With a Little Help From My Friends
(A two-part story)

Friendships form as a group of neighborhood kids help Brenda Gaines, a youth worker, open a private recreation center called POWERHOUSE. They face opposition from neighborhood toughs led by a mysterious underworld racketeer known as Castor, and also from a member of the City Council.

Tony, one of the neighborhood toughs, is sent into POWERHOUSE as a spy and becomes involved in a plot to destroy POWERHOUSE by framing Brenda on a drug charge. But Tony, finding real friendship at POWERHOUSE, switches his allegiance and joins the POWERHOUSE gang to catch Castor, clear Brenda and make way for the opening of POWERHOUSE.

The following uncommercials appear in program #101: (15, 5, 10)

The following uncommercials appear in program #102: (15, 31, 30, 25, 9)

Theme: Making Friends

Making friends—it's one of the most rewarding things we do in our lives. Think about the friends you had when you were a youngster. Do you remember the things you did together, the thoughts and secrets you shared?

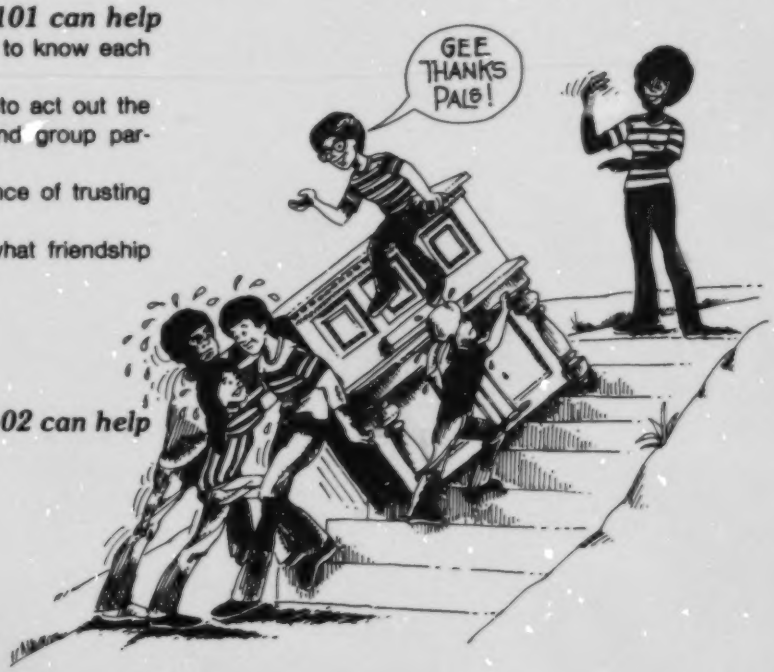
Everybody needs friends. And friendship is especially important in the growth and development of a young person. Right now the young people in your group are forming foundations for friendships—foundations they can build on for the rest of their lives.

Some will make friends easily. For others it can be a difficult and scary process. As a youth leader, you have an opportunity to facilitate some of that friendship building. Programs 101 and 102 of the POWERHOUSE series are designed to help. They show different ways of making friends and becoming part of a group. And they illustrate some of the tensions involved.

There are two sets of activities for this theme. One set can be used after viewing Program 101 and the other after viewing Program 102.

How the Activities for Program 101 can help

- Activity #1 helps young people get to know each other better.
- Activity #2 gives them the chance to act out the concepts of individuality, friendship, and group participation.
- Activity #3 gives them the experience of trusting others.
- Activity #4 helps them focus on what friendship might mean.
- Activity #5 can give them a sense of belonging to the POWERHOUSE group.



How the Activities for Program 102 can help

- Activity #1 can help young people identify with the POWERHOUSE.
- Activity #2 can help with group building.
- Activity #3 can help build self worth in a group setting.
- Activity #4 can help them reach out to others, expanding their circle of friends.

POWERHOUSE

101

Activity Sheet

101

Activity #1: I.D. Mystery Game

Make a giant identification badge you can wear. Put your name on it and list some things about yourself: something you like to do, something you don't like, your favorite color, your favorite rock group, some place you'd like to go some day, something you'd like to become—anything you want to say about yourself. When everybody is ready, put on the badges and walk around reading them. Then, at a signal, everyone flips the badges over so they can't be seen. See if you can remember at least one thing about everybody.

Activity #2: Statues

Form a statue—not out of clay or stone but out of yourself. Start with a statue called "This is the Real Me." What kind of statue would you be? How would you hold your arms, your head, your feet? Experiment with different positions.

Now get together with one other person and try a statue called "Good Friends." After that, get your whole group together to form one big "Powerhouse" statue. Take turns being the "sculptor" and arranging everybody into the group statue. Have someone take pictures of each group statue.

Activity #3: A Friend Is Someone You Can Lean On

Get five or six people to form a tight circle around you. Their job will be to keep you from falling. Keep your body straight and your arms down at your side. Lean first to one side and then to the other. Let the group support you and hold you up. Lean forward and then (hardest of all) lean backwards and trust them not to let you fall. How did it feel to be supported like that?

Activity #4: Roving Reporters

Get out on the street and interview people of different ages, sex, ethnic groups. Ask them: "What is a real friend?" If you can, take a cassette recorder along and tape what they say. (Later on, you might want to find someone who can show you how to edit tape. You might even make your own radio spot.)

Activity #5: Powerhouse Posters

Make your own posters on the theme "The Powerhouse Is You." Think where you can put them so other kids will see what it means to be a Powerhouse.

POWERHOUSE

102
Activity Sheet

Activity #1: The Powerhouse Is You

Look carefully at the picture of the Powerhouse that is given to you. Can you find how many times the word "you" is hidden there?

Activity #2: Cooperation Game

Have two people sit down on the floor back to back. Tell them to link elbows and try to stand up. Keep adding another person each time till the whole group is trying to stand up together.

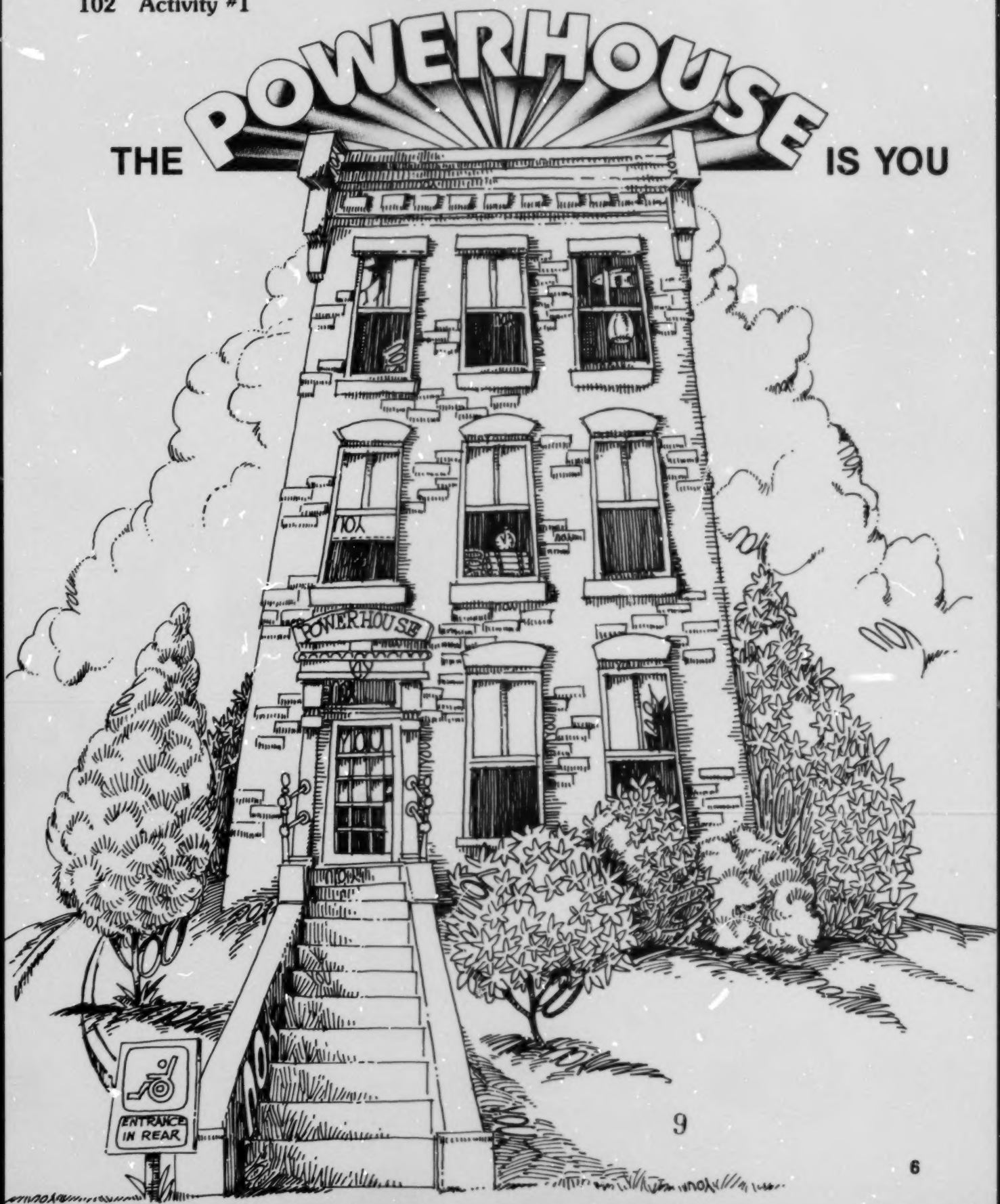
Activity #3: Architect's Dream

Ask everybody to bring a box, or select one from a pile. It's more interesting if the boxes are different sizes—from shoeboxes to giant cartons. Put your name on your box in big letters. Your box is a symbol of the special something that you bring to the group by being there. See what kind of structure you can build as a group, with each person adding his or her box. It might be a tipsy tower. It might be a cave. Try out different ideas.

Activity #4: A Friend Can Be Anyone

Think of someone you can befriend as a group. You might want to adopt a grandparent—choose an older person and do something special with them. Or you might want to adopt an international visitor. Don't let age or sex or language be a barrier.

THE POWERHOUSE IS YOU



POWERHOUSE

Synopsis

Life or Breath

Daoud is an African boy under extreme stress. His mother has been killed by terrorists in his country and his Ambassador father lives under the threat of assassination. At POWERHOUSE Daoud finds friends and learns relaxation exercises. When Daoud is kidnapped, he uses the exercises to help him remain calm. Then he cleverly sends word of his whereabouts to the POWERHOUSE kids who perform a daring rescue.

The following uncommercials appear in program #103: (32, 28, 1, 33, 19, 7)

Theme: Coping with Stress

We all have stress in our lives and we cope with it in different ways. But stress can be harmful if it's too great or prolonged. It can take away the fun in our lives, sap our energy and even cause us to become ill.

Young people need to recognize stress in their lives and learn how to deal with it. Some ways of dealing with stress can be harmful, like using alcohol and drugs. As a youth leader you can help the young people in your group get in touch with some positive ways to deal with stress.

The Powerhouse program "Life or Breath" shows young people dealing with the physical symptoms of stress. It demonstrates some relaxation techniques that can help the young people in your group—and you—ease tension.

How the activities for Program 103 can help

- Activities #1, #2, and #3 are relaxation exercises that can help young people relax tension.
- Activity #4 helps young people recognize the signs of harmful stress.
- Activity #5 helps them get in touch with their own resources for dealing with the stress in their lives.

POWERHOUSE

103
Activity Sheet

Activity #1: The Scrunch

Want to get quick relief from stress? Try this: take a slow deep breath, then scrunch up your face and tighten your whole body—your toes, your arms, your hands—everything. Hold it for a moment. Then let out the breath slowly and unscrunch everything, letting yourself feel relaxed.

Activity #2: A Fantasy Vacation

Lie down on your back, close your eyes and get comfortable. Breathe slowly and deeply. Think of a place you'd really like to be—a nice peaceful place that makes you feel good. Go there in your mind. Imagine yourself there. Picture yourself doing whatever you'd like to do there.

Activity #3: Slow-Motion Seagull

Stand with your arms at your sides. Give yourself plenty of room, away from other people or objects. Slowly begin to breathe in, and as you do, start very slowly lifting your arms up out from your sides till they're over your head. Then let out your breath and very slowly bring your arms back down to your sides. (Tip: sometimes it helps to close your eyes.)

Activity #4: The Rubber Band Test

Stretch a rubber band or a piece of string. See how tight it gets when it's under tension and how loose it feels when you let it go slack. How tense are you? Stretch it to the point that matches how tense you feel right now. Think about how you feel when you are really tense. What happens to you? What are the signals your body gives you? Does your head ache? Does your stomach hurt? Do your neck and shoulders feel stiff? Try to remember the signals. Next time you feel them, take a deep breath and concentrate on relaxing your body.

Activity *#5: That Feel-Good Feeling*

Make a list of activities that make you feel comfortable. Things like petting your dog, putting on your favorite old clothes, taking a warm bath—whatever feels very good to you. Now think about the things in your life that upset you and make you feel tense. Look at your list of feel-good things and think how you can use them to relieve those stress feelings.

POWERHOUSE

Synopsis

Master Of The Art

While practicing for a talent show, the POWERHOUSE kids learn that their friend, Mrs. Gray, has just been replaced as Chief of Security at the Fine Arts Museum, by an electronic security wizard! With Mrs. Gray's help, they develop an elaborate plan to get her job back, a plan which requires the most stringent discipline and practice. Entering the museum in broad daylight, the POWERHOUSE gang and Mrs. Gray remove a priceless statue which is protected by the new electronic system. Their success proves that electronics are only as good as the people who operate them, and Mrs. Gray is re-hired.

The following uncommercials appear in program #104: (6, 8, 17, 27, 29)

Theme: Learning The Importance of Discipline and Practice

Most real achievements require time, energy, effort, practice and patience. It's very rare to become an overnight success at anything. But young people often feel frustrated when they don't look like pros right away. They get discouraged, and sometimes are reluctant to try something new, remembering past failures.

Young people need to understand the importance of discipline and practice. They need to experience the sense of accomplishment that comes from setting realistic goals and working toward them step by step.

As a youth leader, you can help by exposing them to good role models, and by encouraging them to experience the challenge of setting goals and working toward them.

The Powerhouse program "Master of the Art" shows young people how important it is to be disciplined, and how practicing a task until it's mastered can eventually pay off.

How the activities for Program 104 can help

- Activity #1 gives the group members a chance to meet and talk with people who have practiced particular skills, and to witness the results.
- Activities #2 through #7 help young people experience activities in which planning and practice pay off.

POWERHOUSE

104

Activity Sheet

Activity #1: Interview a Master of the Art

Find someone in your community who does work that takes skill and practice—bricklayer, musician, typist, baker—there are lots of jobs that take practice to do really well. Or look for someone who does a particular sport or activity really well. (Maybe someone in your own group is a star at something.) Get them to give you a demonstration. Ask them how they got so good at it. (You might even want to do a photo story on them.)

Activity #2: Look Quick

Collect 25 common objects like a paper clip, pen, eraser, rubber band, button or candle. Look away while one person in the group chooses eight of the objects, spreads them out on a tray, and covers them with a piece of cloth. Gather around the tray and look quickly at the objects as the person whisks the cloth away and leaves it uncovered for 30 seconds. Can you remember all the objects? Practice several times over the course of a week. If you practice, you'll be able to do it better.

Activity #3: Twist your Tongue

Try to say this tongue twister: "Pintsized Pepper practiced ping pong with a POWERHOUSE partner's paddle." Now make up one of your own. Practice until you can say it five times in a row.

Activity #4: Juggling

Have you ever tried to juggle? Find an instruction book or somebody who knows how. Or try out your own method. Work step by step and practice. See how long it takes to be able to juggle three objects.

Activity #5: Invent a Game

Make up a game that uses a skill nobody in the group has—a game nobody has tried before. Use simple objects like pennies, buttons, old tennis balls or rope. See how many tries it takes to begin to be able to do it.

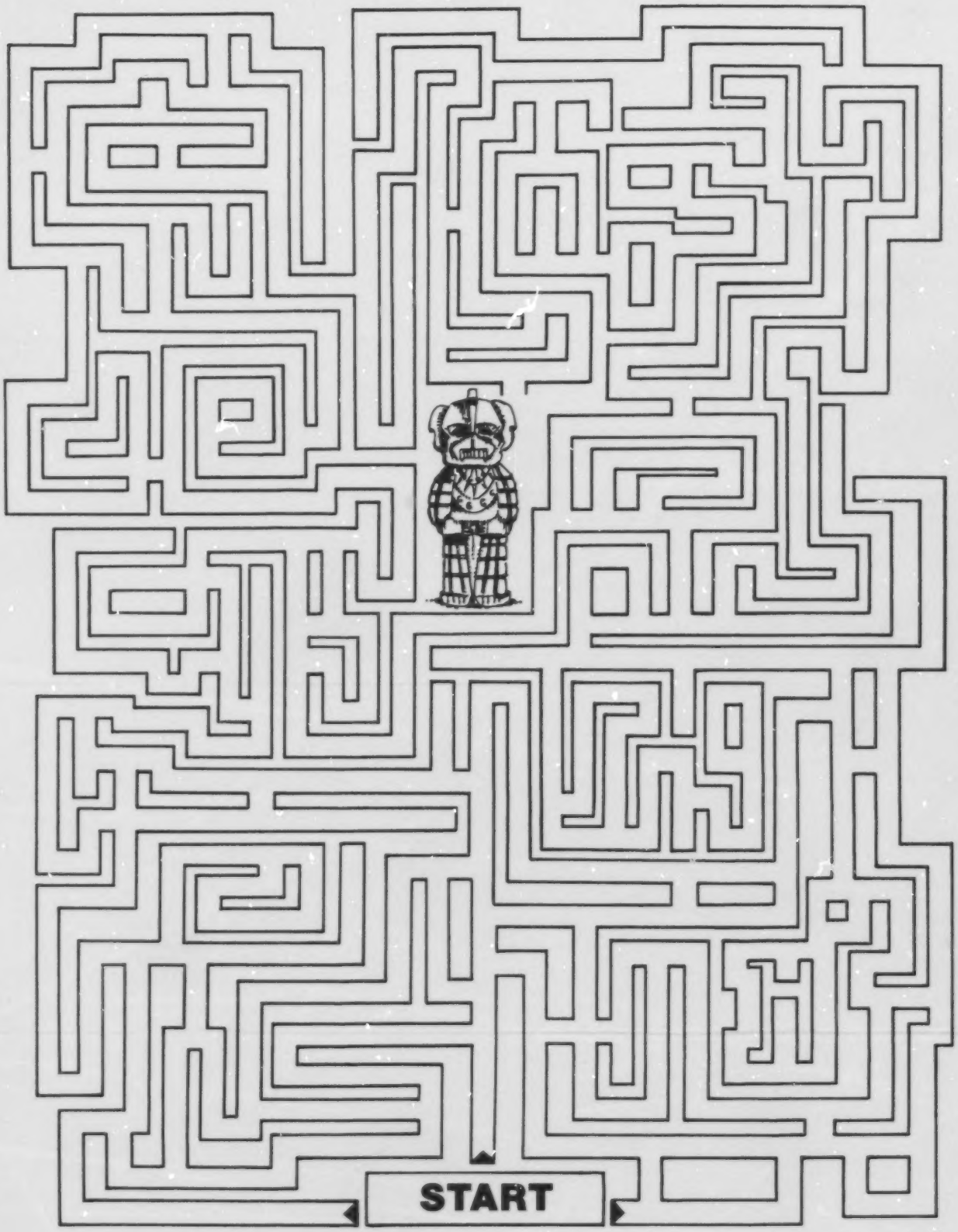
Activity #6: Video Challenge

If you're into computers, try designing a Powerhouse video game. Get ideas from your group about what it might be like.

Activity #7: The Magic Maze

Can you find your way in to the golden statue?

104 Activity #7



POWERHOUSE

Synopsis

You Make Me Sick

A single bite of a contaminated tuna sandwich causes Brenda Gaines to become infected with the deadly and mysterious red-eye virus that is spreading through the city. To find the cure, health officials must know where the disease came from. Racing against time, the POWERHOUSE gang follows a dangerous trail to a young woman too frightened and ashamed to reveal that she is the source of the deadly disease, but whose cooperation is essential in order to help find a cure that will save Brenda's life.

The following uncommercials appear in program #105: (16, 32, 12, 2, 11)

Theme: Preventing Illness and the Spread of Disease

How do you stay well when others around you are dropping like flies from colds or the flu? It's a real challenge. But there *are* things you can do to help yourself stay healthy. Young people need to learn some strategies for staying well.

What happens if you *do* get sick? How can you take care of yourself and keep others around you from catching your illness? Sometimes young people (and adults) are reluctant to go to the doctor. They need encouragement to take an active role in maintaining their own health. They need to become more aware of how disease spreads and find out what they can do to stop it.

The Powerhouse program "You Make Me Sick" draws attention to some ways that disease can spread, and provides role models of young people taking action to prevent the spread of disease.

How the activities for Program 105 can help

- Activities #1 and #2 help young people focus on health hazards in their own area.
- Activity #3 helps educate younger children and at the same time builds young people's awareness about the spread of disease.
- Activity #4 helps young people become more aware of strategies for staying healthy.

POWERHOUSE

105
Activity Sheet

Activity #1: Health Detectives

Make up a disease, like the Red-Eye Virus, and pretend that it's threatening your town. Think of all the ways the disease might be spread in a restaurant, school or public building. Make a list. *Now zero in on a particular restaurant, school or public building in your town.* Go there as a group and check it out. If there *were* such a disease, would it be spread there? What clues did you find?

Activity #2: House Check-up

After you've done Activity #1, go home and check out your own house. What are some ways that disease might be spread there? (Don't forget to look at health hazards in your own room.) Make a list and talk it over with your family.

Activity #3: Giant Germ Play

Make up a play you can act out for little kids, teaching them about how diseases spread. Some of you can be common cold germs lurking to zap unlucky victims. Let your imagination run free as you think up costumes. (How would a germ dress? What would it look like?) You might want to do it as a puppet play instead, and make your own puppets.

Activity #4: Staying Healthy Game

This is a board game that a number of people can play. It can help young people understand what it takes to be healthy.

Getting Ready

1. Take a square sheet of white posterboard and mark off twenty four squares around the outside edge for players to land on. Label one square "START."
2. Label 10 squares randomly with things that help you stay well: fresh fruits, vegetables, protein, sleep, medical check-ups, jogging, bicycling, dancing, avoiding people with contagious diseases etc.
3. Make up the number of points these squares are worth.
4. Label 6 squares randomly with things that are unhealthy: too much fat/sugar, lack of sleep, eating with dirty hands, taking illegal drugs, not enough exercise, contact with contagious diseases.
5. Make up the number of points these squares are worth.
6. Label 2 squares randomly "DANGER."
7. Cut out a bunch of cards and mark them DANGER on one side. On the other side label them with unexpected health hazards like: bitten by rabid squirrel, stepped on rusty nail, or ate spoiled food. These cards should say "Go to the hospital and lose your turn."
8. Draw a hospital in the middle of the board.
9. Cut a token out of the Posterboard to represent each player.
10. Find a set of dice.

Playing the Game

The game is won by the player who accumulates the highest number of "healthy" points. Throw the dice to see who goes first (highest number goes first). Throw the dice to see how many squares to move. If you land on a "healthy" square you gain those points. If you land on a "Danger" square, you have to go to the Hospital and stay there until you can roll a double (two one's, two's, three's, etc.) Each player starts with 15 health points and gains an additional 10 points everytime they pass "Start." Set a time limit.

POWERHOUSE

Synopsis

Celebration

While preparing for his Bar Mitzvah (a Jewish ceremony celebrating the beginning of manhood), Lolo and his grandfather are attacked outside their synagogue by a racist gang called the White Cobras. Frightened, Lolo decides to call off his Bar Mitzvah. The POWERHOUSE gang convinces Lolo to stand up for his beliefs, and then set out to teach the White Cobras a lesson. The scheme backfires and Lolo is lured into a dangerous trap that requires all his wits to escape.

The following uncommercials appear in program #106: (5, 20, 24, 37, 21, 7)

Theme: Respecting Individual Differences

Life can be richer and more interesting when we get to know people who are different from ourselves. The human family comes in tremendous variety, but prejudice often limits our chances to explore and appreciate that variety.

Young people are just beginning to form opinions about themselves and the people around them. As a youth leader, you have the opportunity to help them get to know and like themselves. And you can help them learn to be open, flexible and accepting in their attitudes and behavior toward others.

The Powerhouse program "Celebration" helps viewers identify with a young person who encounters violence because he is different. It helps young people think positively about their own heritage and individual differences.

How the activities for Program 106 can help

- Activity #1 helps young people think about their own individual differences and celebrate them.
- Activity #2 lets young people experience discrimination and explore their own feelings about it.
- Activity #3 gives young people a chance to hear first hand the stories of people who are different from themselves.

POWERHOUSE

106

Activity Sheet

Activity #1: Festival

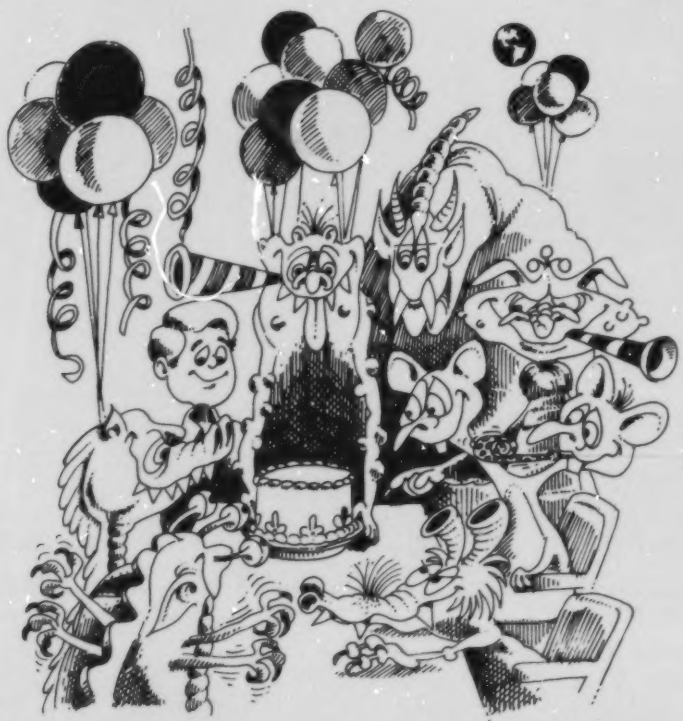
Throw a party—a festival that will celebrate the individual differences in your group. People in the group may come from different cultures, or from different regions of the country. Or they may have unique family traditions—like special ways of celebrating birthdays or holidays. Think about those differences. Then have each person in the group plan and prepare food, decorations, games, dances or other activities that represent those special traditions.

Activity #2: The Other Side of the Story

Think about how you or someone you know has been discriminated against. What happened? Why? What did you or the other person do? Talk about it. Invite that other person to come and talk with your group. Prepare questions to ask.

Activity #3: Insider

This is a board game that three to six people can play. It will help you experience what it's like to be part of a group that's discriminated against.



Getting ready

1. Take the two sheets of paper that make up the Insider board and tape or glue them side by side on a piece of posterboard.
2. Each player flips a coin. If it comes up heads you are a Triangle. If it comes up tails you are a Circle.
3. Make a playing token for yourself out of a piece of posterboard. Triangles make triangle-shaped tokens. Circles make circle-shaped tokens. Write your initials on it. (Be sure your token is small enough to fit in the playing spaces—no bigger than a dime.)
4. Find a pair of dice to play with.
5. Using index cards or construction paper, make Triangle cards and Circle cards. Write each of the following on a separate card:

Triangle Cards

- You have a high paying Executive job. Go ahead 4 spaces.
- Your father is President of The Bank. Go ahead 4 spaces.
- You play golf with the Mayor. Go ahead 2 spaces.
- You have to pay a lot of income tax. Go back 3 spaces.
- You meet some important people at a party. Go ahead 2 spaces.
- You just got a dent in your sports car. Go back 2 spaces.
- You've been elected Citizen of the Year. Go ahead 4 spaces.

Circle Cards

- You have a low paying job. Go back 4 spaces.
- You are kept out of an important club. Go back 4 spaces.
- You've been made an Honorary Triangle. Go ahead 10 spaces.
- Your house is condemned. Go back to Start.
- You have a criminal record. Go back 10 spaces.
- You and the other Circles stick together. Go ahead 5 spaces.
- Your old car keeps breaking down. Go back 3 spaces.

6. Draw a triangle on the back of the Triangle cards and a circle on the back of the Circle cards. Put them face down in two separate piles.

Starting

If you are a Circle you have to start at the Circle Start. If you're a Triangle there are six places you could start: throw one of the dice for the number of the Triangle Start where you will begin. (More than one triangle can begin at the same starting place.)

The player in the lowest numbered Triangle Start begins. From then on, players take turns clockwise as they are seated around the board.

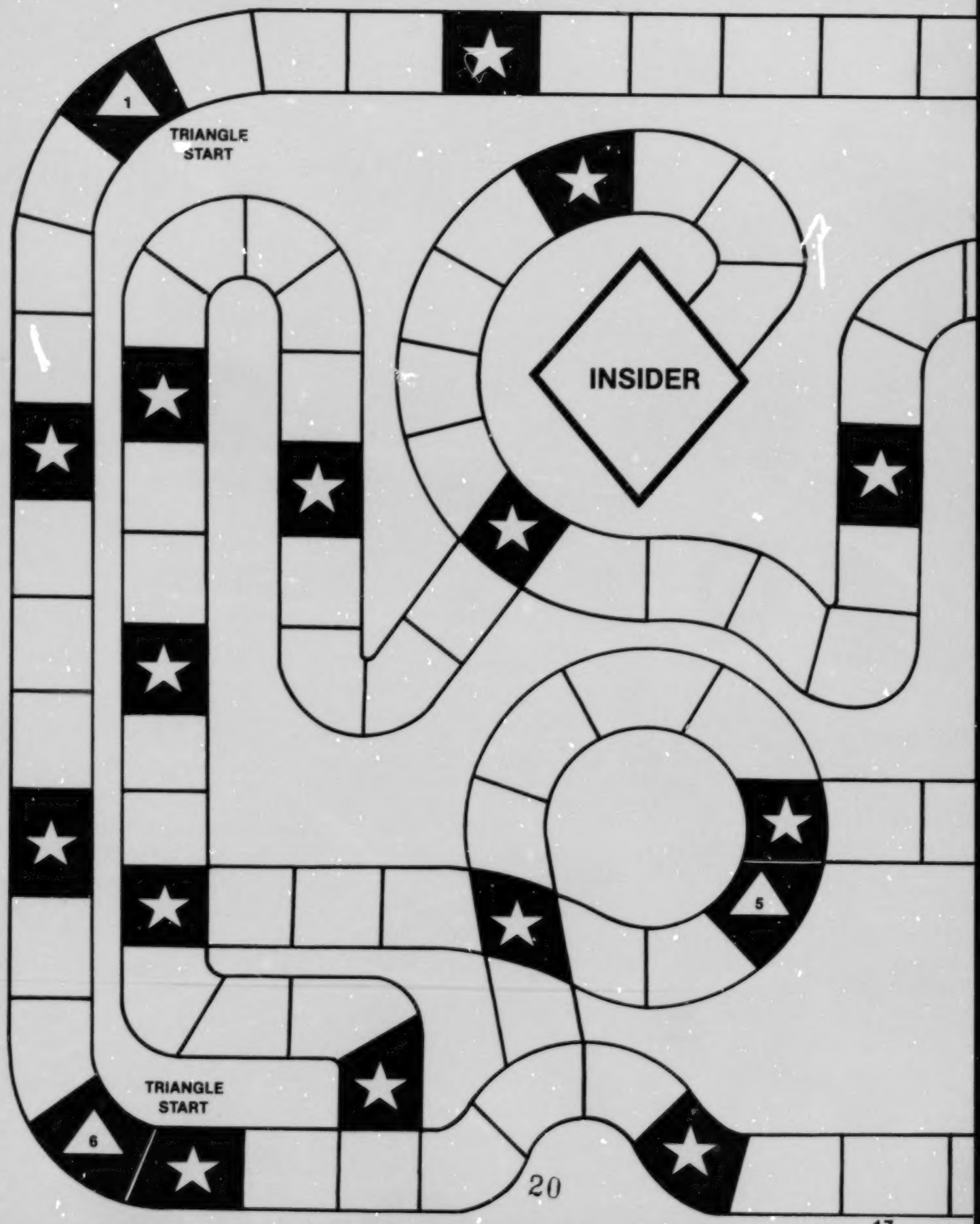
Object of the Game

The object is to be an Insider. Throw both dice and move that number of spaces toward the Insider spot. If you land on a star, you have to draw a card. Triangles draw a Triangle Card. Circles draw a Circle Card. You have to get into the Insider spot by an exact count on one or both of the dice.

If the space you are supposed to land on is already occupied by another player, move to the space just behind it. Players may pass each other on the board.

After the Game

When the game is over, talk about what it was like to be a Triangle or a Circle. How did it feel when you drew a Triangle Card or a Circle Card? Are there things in real life that give people the same kinds of advantages and disadvantages? Who are the people in your community who start out with disadvantages?



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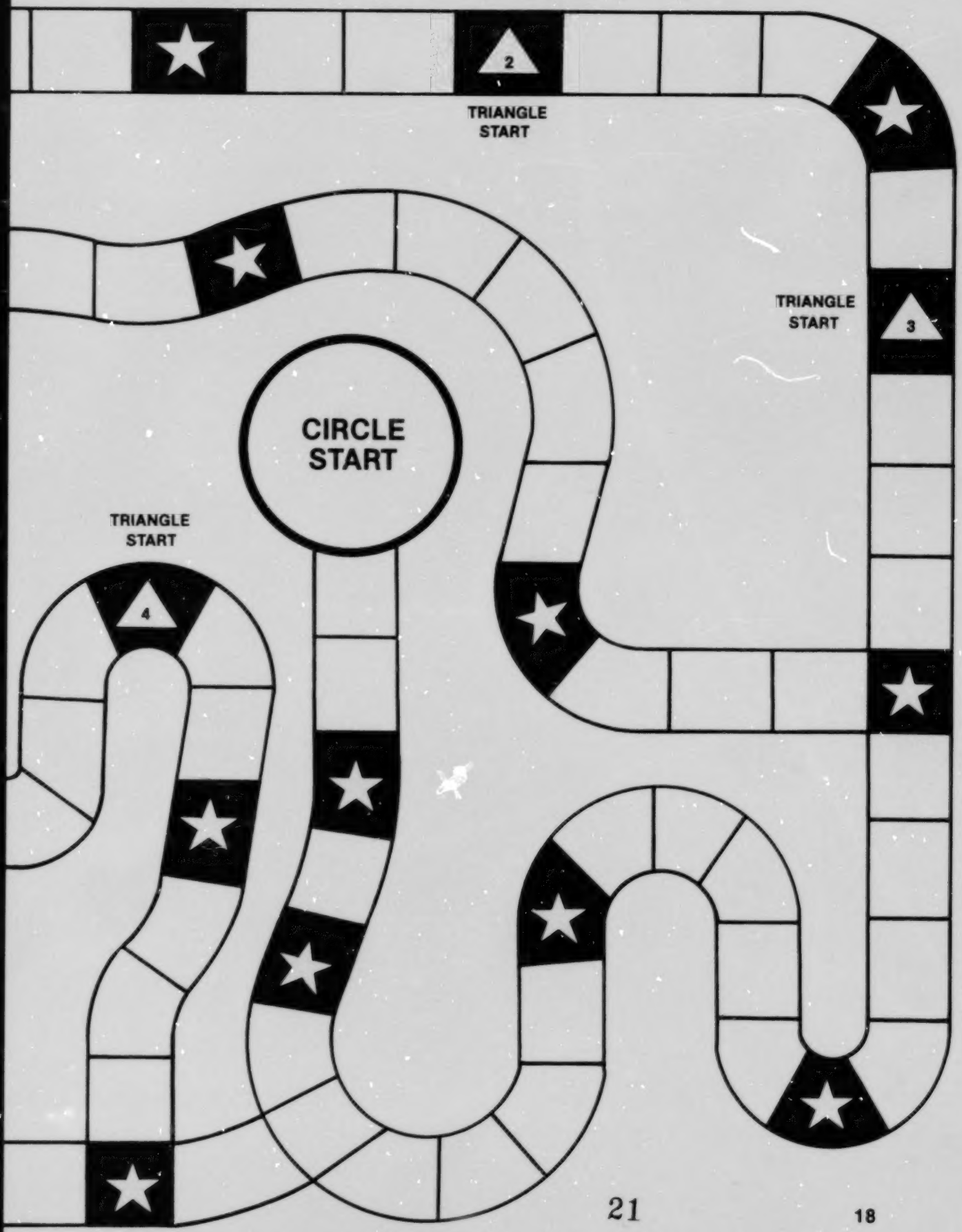
INSIDER GAME BOARD—LEFT SIDE



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18

INSIDER GAME BOARD—RIGHT SIDE

POWERHOUSE

Synopsis

Something for Nothing

Brenda decides to have a cheap patch job done on the roof at POWERHOUSE, but it turns out to be a poor decision when the ceiling caves in. This sends Brenda to New York to seek contributions for repairs. While she is away the POWERHOUSE gang searches for a cheap way to produce a fund-raising film about POWERHOUSE to show the City Council. Pressured into making a hurried decision, the kids are duped into making a film that is damaging to POWERHOUSE by an unscrupulous filmmaker who has been hired by a land developer who wants the POWERHOUSE property. The gang pays a steep price for trying to get "Something for Nothing" and only hard work and an ingenious switch gets them out of a tough jam.

The following uncommercials appear in program #107: (6, 30, 27, 26, 10)

Theme: Making Responsible Consumer Decisions

Every day we are faced with decisions about what to buy. We are bombarded with ads that make promises. How do we decide?

Over the years we have learned what to look for and how to be wary. When we are at our best, we go through a decision-making process: defining our problem, figuring out our options, analyzing them and then making a choice. But young people have not yet sharpened those decision-making skills. They need to learn to be aware of the consumer decisions they make and how they make them.

The Powerhouse program "Something for Nothing" demonstrates some of the consequences of not making wise consumer choices. It shows young people becoming more aware of the importance of using good consumer decision making skills.

How the activities for Program 107 can help

- Activities #1 and #6 help young people become more aware of the questions they should ask as wise consumers.
- Activity #2 gives them an experience in comparison shopping.
- Activities #3 and #4 help them become more wary of advertising.
- Activity #5 helps them focus on the consequences of unwise consumer choices and encourages them to do some consumer testing.

POWERHOUSE

107
Activity Sheet

Activity #1: Wise Up

Divide your group into two teams. Each team will invent a product that sounds terrific. (Make all sorts of wonderful claims for it). Do a commercial to sell your product to the other team. As you watch the other team presenting its commercial, have your team think up questions that wise consumers would ask before running out and buying that product.

Activity #2: Check It Out

Make up a sample grocery list of four or five items and go to the grocery store as a group. Pair off and compete to see who can find the best buy on those items. Read the fine print on the labels, figure out the price per pound and compare the different brands. Get together in a corner of the store with the items you have selected and show the rest of the group what you chose and why. Vote for the team that comes up with the best buy.

Activity #3: The Ad Game

Flip through magazines, newspapers and comic books. Clip out the ads. Look at what they're selling and how they're selling it. What are some questions you should ask yourself before you buy that product?

Activity #4: Keep Your Eyes Open

Next time you're watching TV, keep an eye on the commercials. What kinds of promises are they making for their products? What kind of pressure are they putting on you to buy? Think up a way you can help younger kids be more aware of selling techniques.

Activity #5: Ripoff

Tell about a product that you or your family bought that wasn't all it was cracked up to be. Tell how it failed to meet your expectations. Think up ways you can do some consumer testing on products your family buys. (For example, do your own testing on paper towels and plastic trash bags. Do they do what the TV commercials say they do?)

Activity #6: Special Guest

Contact someone from your local Consumer Affairs Office. Invite that person to visit your group to discuss different ways of becoming more active in local consumer problems.

23

POWERHOUSE

Synopsis

Cheers

Pepper learns some important facts about alcohol when she is pressured by her new friend, Peter, into experimenting with drinking. What she doesn't know is that Peter has a serious drinking problem and is stealing money at POWERHOUSE to buy alcohol. When they discover his secret, the POWERHOUSE kids confront Peter and convince him to get help.

The following uncommercials appear in program #108: (4, 29, 3, 13, 15, 9)

Theme: Getting the Facts About Alcohol

Young people like to experiment. They like to explore and examine their world and see what it holds for them.

One of the things they experiment with is alcohol. As a youth leader, you can provide realistic facts about alcohol and good ideas on how to make responsible decisions about drinking. You can also help young people figure out some strategies for resisting the tremendous peer pressure they receive.

The POWERHOUSE program "Cheers" deals with a young person experimenting with alcohol. It shows the peer pressure involved, and some of the consequences of irresponsible alcohol consumption.

How the activities for Program 108 can help

- Activity #1 lets young people experience disorientation.
- Activity #2 gives young people face-to-face contact with people involved in alcohol problems.
- Activity #3 helps them focus on consequences of alcohol consumption.
- Activity #4 gives young people the chance to get more information on drinking and driving.
- Activity #5 helps them figure out strategies for resisting peer pressure.
- Activity #6 lets them experiment to discover some of the effects of alcohol.

POWERHOUSE

108

Activity Sheet

Activity #1: Dizzy

Alcohol can make a person feel disoriented. Experience what this might be like by taking turns spinning each other around. Set up a "road test" in your meeting room. See what happens when a dizzy person tries to walk a straight line or move around obstacles.

Activity #2: Hearing What It's Like

Find a recovering alcoholic who is willing to come and meet with your group. Have him or her describe what it's like to be dependent on alcohol. Find out how the alcohol affected the person's life and work. Or locate someone in your community who is willing to talk with you about what it's like to have an alcoholic in the family. (Alcoholics Anonymous, Al-Anon or Alateen groups can help you with this.)

Activity #3: Drunk As A Skunk

Design a board game called "Drunk As A Skunk." Invent the game using a big piece of posterboard and dice. Some spots on the board might be labeled "Bars." Landing on that spot could have certain results. You might have the players draw a "Results" card. Think up what the different consequences would be, using everything you know about how alcohol affects a person's life, health, work and driving ability.

Activity #4: Eyewitness

Invite your local police or state trooper to tell you what he or she witnessed in the line of duty. Ask about how alcohol affects driving ability. Ask to see the *breathalyzer* now used in testing drunk drivers, and get a demonstration of how it works.

Activity #5: Peer Pressure Game

Get some root beer and pretend it's real beer. Also have some gingerale available. Now divide your group into two teams—the "drinkers" and the "non-drinkers." Have the "drinkers" try to persuade the "non-drinkers" to drink the "beer" instead of the gingerale. Have the "non-drinkers" think up ways they can resist the pressure. Then switch places and try it again.

Activity #6: The Geranium Experiment

Alcohol is a drug. It acts like a chemical. Over time, it has a physical effect on the human body and other living things. Try this experiment: take a geranium leaf and put it in a jar. Pour in some alcoholic beverage until the leaf is completely covered, then put a lid on the jar. Wait a week and see what happens to the color of the leaf.

Repeat with water and compare.

POWERHOUSE

Synopsis

Name Of The Game

When the pressure of the soccer competition mounts, Tony becomes afraid of being blamed for a POWERHOUSE loss. He withdraws from the competition on the excuse that he has injured his ankle. He finds a South American soccer player known as "El Gato" as a substitute. But "El Gato" is really working for the competition, who will use any means to win. Lolo becomes suspicious and with Tony and Pepper's help uncovers the plot to throw the game. Tony learns that the most important part of competition is participation and POWERHOUSE goes on to victory.

The following uncommercials appear in program #109: (25, 18, 4, 23, 8)

Theme: Learning About Competition and Participation

"Participate! Come on and get in the game." Those are the words to one song in this Powerhouse program. Participating is important. It's the way we learn new skills, keep fit and have fun.

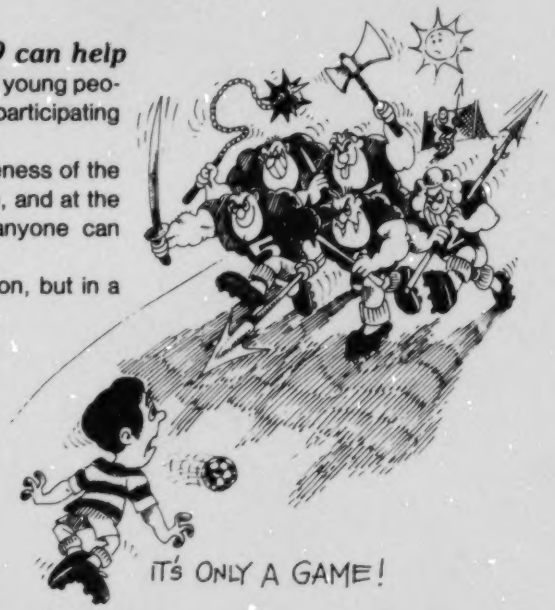
Competition puts an extra edge on participation. At its best, it gets us even more involved in participating, bringing out our best effort. But sometimes competition backfires. So much emphasis is placed on winning that we get uptight and lose the sense of fun. Young people are sometimes reluctant to participate because of fear of failure. The pressure of competition can cause them to withdraw and to miss experiences that could be important for their growth.

Young people need to feel freer to explore the limits of their own potential. They need positive experiences that help them lose the fear of being vulnerable and dare to try new things. As a youth leader you have the opportunity to provide those positive experiences. You can help young people understand that *anyone* who participates is a winner.

The Powerhouse program "Name of the Game" focuses on the fear of failure felt by one boy. It shows two teams of young people competing in two different ways: though both play to win, one team plays to avoid failure while the other plays for the enjoyment of participation.

How the activities for Program 109 can help

- Activities #1 and #2 are games that help young people experience the fun and challenge of participating without the pressure of competing to win.
- Activity #3 raises young people's awareness of the various sports in which they can participate, and at the same time lets them play a game that anyone can win—no matter how uncoordinated.
- Activity #4 adds the spark of competition, but in a fun and laughter-filled relay.
- Activity #5 helps young people become aware of activities they can enjoy throughout their lives. (The answers: jog, bicycle, swimming, dance, fishing.)



POWERHOUSE

109

Activity Sheet

Activity #1: A Knotty Problem

Get your group to stand in a circle, facing inward. Let everyone stretch out both hands and take the hand of two other people. *(Make sure you don't take the hand of someone standing right next to you.)* Now try to untie the "people knot" without breaking hands.

Activity #2: Keep It in Orbit

Get a large beach ball or balloon. It will represent a planet that you're trying to keep in orbit. On the ground or floor sketch out a circle that will be the planet's orbit. Make it a large circle—larger than your whole group when everyone stands shoulder to shoulder in a circle. Now: have all the people lie down so their shoulders are touching the circle and start the planet around its orbit, stretching your arms up high and passing the ball along to the next person, using just your fingertips. Since the circle is so large, you'll need to leap up as soon as you've passed the planet and run and lie down at the end of the line of bodies in order to be there in time to keep the planet in orbit.

Activity #3: M-O-V-E!

This is a variation on a game like Bingo. Get together as a group and see how many sports you can name, listing them on a big sheet of paper that everyone can see. (About 25 is okay.) Then have each person make up a playing card by writing the letters M-O-V-E across a sheet of paper, leaving lots of space between the letters. Under each letter randomly select and write the names of four sports so that in the end you'll have a square card with four sports across and four down—16 sports in all. Ask one person to call out sports at random from the big sheet. Cross them out on your playing card as you hear the call. When you get four in a line—across, down, or diagonally—shout "Move!" The first person to shout "Move!" wins the game.

	M	O	V	E
1				
2				
3				
4				

Activity #4: Old Clothes Relay

Bring in two sets of old clothes: two pair of big baggy pants, two big shirts, and two hats. Divide your group into two teams. In the front of the room place two chairs. At a signal, one person from each team puts on the clothes, races to the chair, sits down, then races back to the starting point, takes off the clothes and hands them to the next person on the team. The next person then puts on the clothes and races to the chair and back. The first team to finish is the winner.

Activity #5: Scramble

All these words are the names of non-competitive lifelong activities—things you can participate in your whole life to have fun. Can you unscramble them? Answers can be found on Leader's Sheet.

ojg
yibicce
wismgimn

nadec
nshifgi

POWERHOUSE

Synopsis

One Of The Gang

Kevin shows discomfort around Mike, a boy with a disability and tries to keep him from joining the gang in a hunt for a fortune in diamonds hidden long ago in POWERHOUSE. The one clue to the hidden treasure rests with Diamonds O'Toole, an elderly boxer residing in an old age home, who is unable to speak clearly because of a paralysis. Forced to stay behind, Mike encounters an ex-convict who has forced O'Toole to reveal the gems secret hiding place. In a brief scuffle, Mike proves himself very capable by managing to prevent the thief from escaping until the POWERHOUSE gang arrives with the police.

The following uncommercials appear in program #110: (14, 6, 26, 37, 10)

Theme: Judging Abilities Rather Than Disabilities

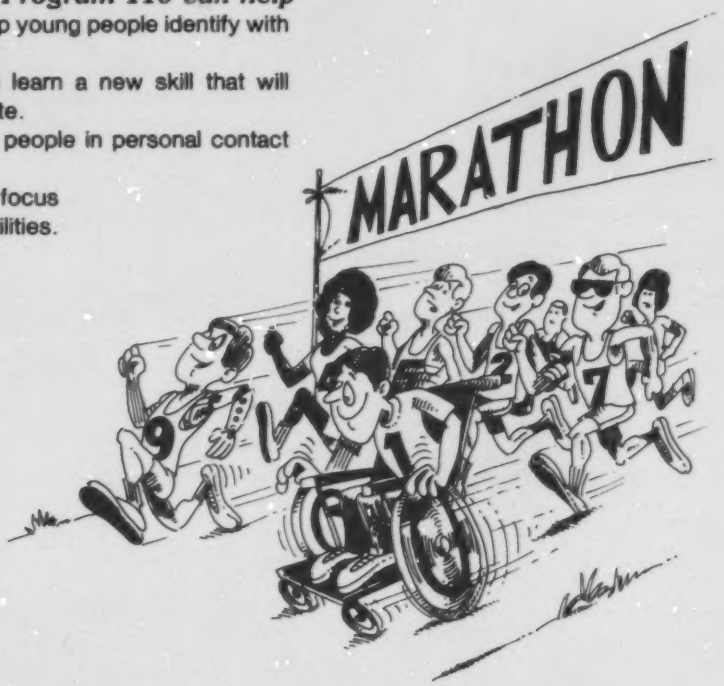
Disabled people have the same hopes, fears, aspirations, feelings and concerns that are common to everyone. Yet they are often misunderstood, avoided and rejected because a disability makes them appear to be different.

Young people need to be encouraged to think of all people in terms of abilities rather than disabilities, to see a person first and a handicap second. As a youth leader, you can help people focus on their own relationships with people who have disabilities.

The POWERHOUSE program "One Of The Gang" shows a non-disabled person treating a disabled person as "different." It illustrates how disabled people feel when they are underestimated, overprotected or ignored.

How the activities for Program 110 can help

- Activities #1 and #2 help young people identify with disabled people.
- Activity #3 helps them learn a new skill that will enable them to communicate.
- Activity #4 gets young people in personal contact with disabled people.
- Activity #5 helps them focus on abilities rather than disabilities.



POWERHOUSE

110

Activity Sheet

Activity #1: Barriers

Borrow or rent a wheelchair. Take turns riding in it. Go down a street and see the reaction of people to you. Do they look at you differently? Check out various public buildings. Are there ramps? Are the doors too awkward to open from a wheelchair? Make a list of barriers. (If you can't get a wheelchair, wrap up one leg so it's stiff and hard to walk around on.)

Activity #2: Blindfold Experience

With a partner, take turns walking blindfolded and guiding each other. Experience your other senses. Have something like a piece of fruit available to taste and smell. Experiment with the texture of things.

Activity #3: Sign Language

Invite someone to your group who knows sign language. Learn some signs.See if you can communicate in sign language.

Activity #4: Common Ground

If there is a disabled person in your community, get to know him or her as a person—finding out likes and dislikes, feelings, hopes and dreams.

Activity #5: Storytelling

Create a story in which the hero or heroine is a disabled person, accomplishing something important. Let one person in your group start the story, then let another person tell part of it, and another, until you all have part in making up the story.

POWERHOUSE

Synopsis

Something Ventured

Bobby, a youngster who frequents POWERHOUSE, takes a risk and places himself and POWERHOUSE in great jeopardy by agreeing to hold a box of stolen jewelry for a gang of jewel thieves. The POWERHOUSE gang, hoping to catch the real criminals, acts without thinking and ends up by trapping Bobby, hurting themselves and embarrassing Brenda. Learning the importance of careful planning before taking risks, the gang devises a clever trap for the jewel thieves, which clears Bobby and restores the good name of POWERHOUSE.

The following uncommercials appear in program #111: (1, 22, 4, 26, 7)

Theme: Taking On Challenges and Avoiding Unnecessary Risks

Taking risks and accepting challenges is important for young people. It can greatly enrich their lives and give them confidence and self esteem.

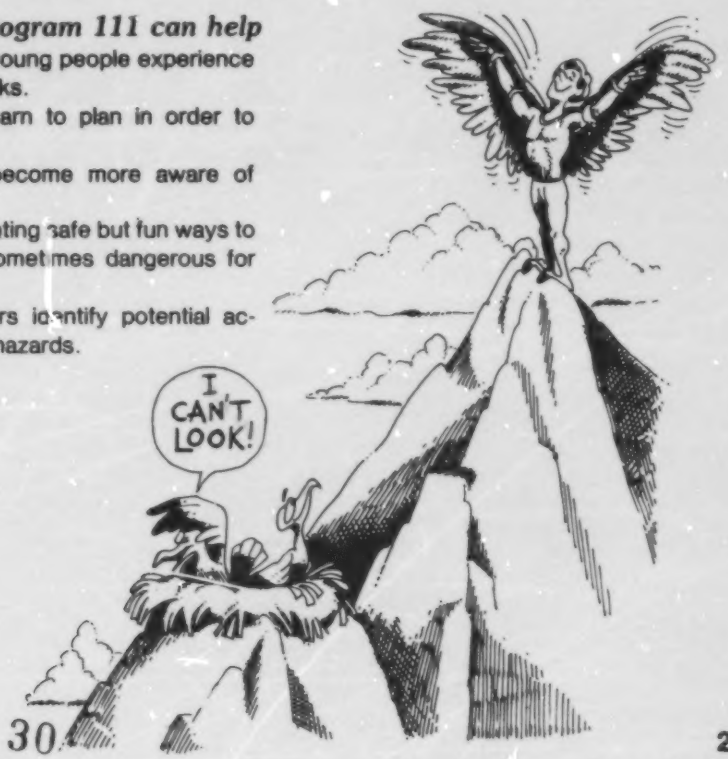
But sometimes young people do not stop to think of the dangers involved. They need to learn how to carefully weigh a situation: to consider all the options, learn as many facts as possible, decide if the risk is worth taking, and then plan their actions.

As a youth leader, you can help increase your young people's awareness of the value of taking risks and accepting challenges that are carefully weighed and thought out.

The Powerhouse program "Something Ventured" shows a group of young people learning to minimize dangers as they take appropriate risks.

How the activities for Program 111 can help

- Activities #1 and #2 help young people experience the fun of taking calculated risks.
- Activity #3 helps them learn to plan in order to minimize danger.
- Activity #4 helps them become more aware of hazards.
- Activity #5 focuses on creating safe but fun ways to celebrate holidays that are sometimes dangerous for young people.
- Activity #6 lets youngsters identify potential accidents due to neighborhood hazards.



POWERHOUSE

111

Activity Sheet

Activity #1: Real Estate Game

There's a real estate boom in Hometown, U.S.A. Some valuable pieces of property are coming on the market. A wise investor will try to buy them up quickly while the price is still low. One piece of property even has an oil well on it! But look out: some of the properties have problems that will cost you money—like termites, bad wiring and leaky roofs. Act fast—but take some time to check for hidden dangers or you may lose your shirt.

Here are the 10 pieces of property that will go up for auction:

1. The High Hat Hotel
2. 123 Suburban Row
3. Polly's Pet Store
4. The Fairview Apartments
5. Benjamin's Bakery
6. 166 Lily Lane
7. 1900 Willow Way
8. The Ritz Restaurant
9. Terry's Tavern
10. 54 Bluebird Boulevard

A sheet of instructions to help you play this game follows.

Activity #2: Risk Your Marbles

Set up a mini-carnival for your group. Everyone will receive 10 marbles at the beginning of the carnival. Think up some games of skill: like pitching pennies into a jar, trying to shoot out birthday candles with a water pistol, throwing darts at a balloon, or tossing a rubber ring around a soda bottle. Each game will cost a certain number of marbles to try—and will pay off in more marbles if you can do it successfully. Decide what the payoff will be, based on the difficulty. Then go ahead—take a risk. It's fun to win marbles, but the best fun of all is in playing the game—whether you win or not.

Activity #3: Powerhouse Comics

Create your own comic book. Have the characters take risks, but show them planning in advance to minimize the dangers.

Activity #4: Accident Of The Week

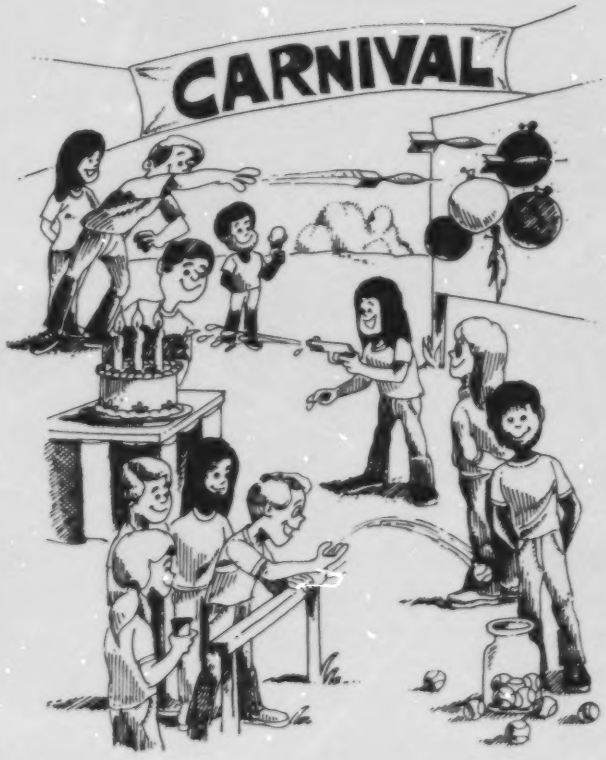
Kids often get hurt when they do something like biking or climbing without taking time to *check their equipment, check their skill,* or *look for hidden dangers.* Make up a ridiculous situation in which somebody forgets to do one of those things. Become a TV reporter and create your own "Accident Of The Week" funny news report.

Activity #5: Whoop It Up Safely

Think about a holiday—like Halloween, April Fool's Day or the Fourth of July. Figure out some things you can do to have fun but be safe.

Activity #6: Accidents About To Happen

Look at the picture of the "Accidents About To Happen." There are about 40 danger spots. How many can you find?



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SPECIAL INSTRUCTION SHEET
Activity #1: Real Estate Game

What you need to play this game

20 index cards
10 envelopes (large enough to hold two index cards)
Construction paper, pens and scissors (to make play money)

Getting ready to play

Write the names of each piece of property on a separate envelope. (See Activity page for names.)

Make play money out of construction paper. (It helps to have different colored construction paper for each of the three types of bills.) Every person should have $100,000 to start the game:

fifteen	$1,000 bills
five	$5,000 bills
six	$10,000 bills

Here are 20 descriptions—and the positive or negative value they give to a piece of property. Write each of the descriptions on an index card.

dangerous wiring	−10,000	fancy neighborhood	+90,000
beautifully landscaped	+25,000	burned down last year	−80,000
termites	−25,000	very desirable property	+100,000
located in swamp	−10,000	health inspectors condemned it	−50,000
oil well on property	+100,000	formerly owned by famous people	+75,000
rat problem	−10,000	rundown condition	−10,000
booming area	+80,000	convenient location	+20,000
firetrap	−40,000	bad plumbing	−5,000
street in good repair	+5,000	roof leaks	−10,000
high property taxes	−25,000	great view	+50,000

Playing the Game

READ THIS ALOUD TO ALL PLAYERS:

"There's a real estate boom in Hometown, U.S.A. Some valuable pieces of property are coming on the market. A wise investor will try to buy them up quickly while the price is still low. One piece of property even has an oil well on it! But look out: some of the properties have problems that will cost you money—like termites, bad wiring, and leaky roofs. Act fast—but take some time to check for hidden dangers or you may lose your shirt."

HOLD UP THE PACK OF 20 INDEX CARDS WITH THE DESCRIPTIONS WRITTEN ON THEM, AND CONTINUE READING:

"Here are the descriptions of the properties—cards that will tell you what's good or bad about the properties. There will be two description cards for each piece of property. We're going to shuffle the cards and put two cards in each Property Envelope.

FIND A VOLUNTEER TO SHUFFLE THE CARDS AND—WITHOUT LOOKING AT WHAT'S ON THEM—SLIP TWO OF THE CARDS INTO EACH ENVELOPE. THEN CONTINUE READING:

"We're going to have an auction and auction off these 10 pieces of property. Who wants to be the auctioneer?"

FIND A VOLUNTEER TO BE THE AUCTIONEER. THEN CONTINUE READING.

"This is the way the auction will work. Each piece of property will go up for auction, starting with the High Hat Hotel. You can use your 'money' to bid on the property. The bidding will start at $1,000.

The auctioneer will say: 'Bidding is about to start on the High Hat Hotel. All bidders please step into the Bidding Area.'"

STOP HERE AND MARK OFF THE BIDDING AREA. THEN CONTINUE READING:

"When all the players who want to bid on the High Hat Hotel are inside the bidding area, then the auctioneer will start. The auctioneer will say, 'Do I hear $1,000. Do I hear $2,000?' If someone bids, then the auctioneer will say, 'I have $1,000. Do I hear $2,000?' And the bidding will go up and up until nobody wants to bid any higher. The highest bidder gets the property."

STOP AND SEE IF THEY UNDERSTAND HOW TO BID. IF THEY HAVE ANY QUESTIONS, EXPLAIN THE BIDDING PROCEDURE TO THEM AGAIN. THEN CONTINUE READING:

"You might feel you need some information about the property before you bid on it. If you decide to investigate, you cannot enter the Bidding Area. Instead, you will go to the Investigation Area."

STOP AND MARK OFF THE INVESTIGATION AREA. THEN CONTINUE READING.

"If you go to the Investigation Area you will be allowed to open the envelope of the property that is being auctioned off. You can look at one—but only one—of the description cards for that property. If you want to, you can write down what you find out. But remember: once you've chosen to go to the Investigation Area, you can't enter the Bidding Area and bid on that piece of property."

STOP AND MAKE SURE THE PLAYERS ALL UNDERSTAND ABOUT THE INVESTIGATION AREA. THEN CONTINUE READING.

"If you are in the Bidding Area and you are the highest bidder, then you become the owner of the property. Pay the auctioneer the amount that you bid. In return, you will receive the envelope for that piece of property. You are free to look at both description cards."

"It may be that no one will want to bid on the High Hat Hotel the first time around. In that case, the auctioneer sets it aside and goes on to the second piece of property, 123 Suburban Row. The auctioneer will say, 'Bidding is about to start on 123 Suburban Row. All bidders please step into the Bidding Area.' Once again, you can choose either to bid or to investigate."

STOP AND MAKE SURE ALL PLAYERS UNDERSTAND. THEN CONTINUE READING:

"If you don't own any property by the time the auctioneer finishes offering all 10 properties for sale, then you will have to pay an inflation cost of $10,000. (If you *do* own property, you're safe—you don't have to pay the $10,000.) This happens after every round—every time the auctioneer finishes putting all the properties up for sale."

STOP AND MAKE SURE ALL PLAYERS UNDERSTAND. THEN CONTINUE READING:

"When all 10 properties have been offered for sale, the auctioneer begins again with the High Hat Hotel. If no one bought it the first time around, then bidding proceeds as usual. If you bought it the first time around and you'd like to sell it, you can have the auctioneer offer it for sale for you. But as bidding opens you have to put the envelope with the description cards into the Investigation Area so that players who choose to investigate will be able to see one of the cards. If you like, you can set a minimum bid on your property. For example, you can say, 'I won't take anything less than $20,000.' In that case, the auctioneer will begin with: 'Do I hear $20,000?' If no one bids on it, you're stuck with the property for a while longer. If someone does bid on the property and is the highest bidder, they pay you instead of the auctioneer, and you hand them the envelope with the two description cards."

STOP AND MAKE SURE ALL PLAYERS UNDERSTAND. THEN CONTINUE READING:

"At any time during the game, the players can make deals on the side—trading pieces of property or selling them for cash. The new owner will take charge of the envelope and get to look at both description cards."

STOP AND GET THE PLAYERS TO AGREE ON A TIME LIMIT FOR PLAYING THE GAME. (AN HOUR SHOULD BE ABOUT RIGHT, THOUGH THE SPEED OF THE GAME WILL VARY ACCORDING TO THE SIZE OF YOUR GROUP AND THE AGE OF THE PLAYERS.) THEN CONTINUE READING:

"When the game is over, you will add up the total value of your cash and your property —subtracting any negative amounts. The one who holds the highest total value is the winner."

111 Activity #6

POWERHOUSE

Synopsis

Help Wanted

Jennifer brings Tammy, a young mother with a baby, to POWERHOUSE. Brenda explains some of the assistance available to her, but Tammy seems fearful that someone will take away her baby if she seeks help. Tammy's fear appears justified when a private detective arrives at POWERHOUSE and accuses her of kidnapping. The POWERHOUSE gang investigates and discovers an illegal plot by her in-laws to gain custody of the baby. With the support of the POWERHOUSE gang, Tammy learns to ask for help and wins the legal battle over the child.

The following uncommercials appear in program #112: (19, 31, 34, 5, 9)

Theme: Knowing How to Find Help

Help is available to all of us. Sometimes it's just a phone call away. In every community there are resources we can call on.

Everybody needs help at one time or another. Yet young people often do not know where to go for help for their problems and concerns. Sometimes they are just too afraid to ask for help.

As a youth leader, you're in a good position to give young people encouragement—to help them become aware of the resources around them and not be afraid to use them.

The Powerhouse program "Help Wanted" focuses on a young person who doesn't know where to get help and is afraid to ask. It shows young people using community resources.

How the activities for Program 112 can help

- Activities #1 and #3 help young people become aware of some of the resources available to them.
- Activity #2 gives young people ideas of how they can ask for help.
- Activity #4 helps young people to begin thinking of how they can become a resource for others.
- Activity #5 puts emergency resources in ready reach.
- Activity #6 makes young people aware of some of their legal rights, and helps them become a resource for other young people.

POWERHOUSE

112
Activity Sheet

Activity #1: Who Can I Turn To?

Think of problems that might crop up in your life, at home or at school. Brainstorm ideas of who you might turn to for help with these problems.

Activity #2: 101 Ways to Ask for Help

Asking for help is a sign of strength. But how do you do it? Role play different ways you can ask for help. How many can you come up with?

Activity #3: Help! Help!

Divide your group into teams, and make sure each team has a telephone book. At a signal, see who can find the most resources listed—places you can go for help.

Activity #4: Be a Resource

Think of all the things you can do that would be of help to someone. It might be something as simple as helping an elderly person by changing burned-out lightbulbs or helping prepare a "vial of life" (a list of necessary medications and allergies which is put in a special container in the refrigerator where it can be found quickly by firefighters or an ambulance crew).

Activity #5: Stickup

Make a card you can stick up next to your telephone. List the numbers you might need fast in an emergency—like the fire department, the doctor and the ambulance service.

Activity #6: Bill of Rights for Kids

You may need help if your rights, those guaranteed by law, are infringed upon. What are some of these rights?

- right to see school records, test scores and teacher *evaluations*
- right to express your opinions without threat of punishment
- protection from unreasonable searches of private property
- protection from *disciplining action without fair hearing*
- right to *due process* if you get in trouble with the law

What are some other rights you feel you should have? What responsibilities go with them? Make a poster or display or do an illustrated talk to let other kids know about their rights. Discuss what help is available to deal with these. If you have a problem understanding some of the words above, ask your leader for help.

POWERHOUSE

Synopsis

What Have You Got to Lose?

Kevin takes a job at Baxter's Deli and snacks his way into a 20-pound weight gain. Instead of using the sensible weight loss plan suggested at Powerhouse, Kevin is lured with his boss Mr. Baxter into a fad diet program at a salon opened by a "diet doctor." Kevin's Powerhouse friends suspect the salon is a fraud. When they investigate, they discover that the "doctor" is really a bank robber—using Kevin and Mr. Baxter's salon time to tunnel from the deli into the bank next door.

The following uncommercials appear in program #113: (25, 21, 5, 2, 26, 11)

Theme: Learning About Weight Control

Human beings come in a variety of shapes and sizes. It's not possible for all of us to look alike, but it *is* important to be realistic about our bodies and sensible about our weight and how we control it.

Every day magazine articles and advertisements come out with new fads in dieting. Young people often are attracted to these quick weight loss schemes even though they may be harmful to their bodies. You can help encourage youngsters to set more realistic goals—and while they're waiting to achieve their goals, help them learn to live with the bodies they have and appreciate their good features.

The POWERHOUSE program "What Have You Got To Lose?" shows a young person caught up in a fad diet program. It emphasizes the correct way to lose weight (eat *less*, eat a variety, exercise more).

How the activities for Program 113 can help

- Activity #1 matches calories to foods and activities.
- Activity #2 shows how carrying around 10 extra pounds can make a difference.
- Activity #3 helps young people examine their own eating habits.
- Activity #4 helps them look at fad weight loss plans in comparison with a balanced diet and exercise program.
- Activity #5 encourages them to chew their food more slowly.
- Activity #6 helps young people understand the concept of balancing intake with output.

POWERHOUSE

113
Activity Sheet

Activity #1: Personal Crest

On a 3 x 5 card size piece of posterboard, create a personal food crest. First make the shape of a shield, then draw lines through it to divide it into six sections. In three sections write or draw a symbol for your favorite foods. In three sections write or draw symbols for your favorite physical activity. Find out how many calories are in your favorite foods and how quickly you use up calories in your favorite activities. Write these on the back of the card. Trade them with your friends.

Activity #2: If I Weighed 10 Pounds More (Gasp)

See how you would feel with 10 extra pounds of weight. First walk around the block or up and down a flight of stairs. Then try it again carrying 10 pounds of potatoes, sugar or flour. How did it make you feel?

Activity #3: Keep Track

Keep a log for three days on what, when, where and why you eat and how it makes you feel. This will help you get in touch with your eating habits. You might even try eating one meal in front of a mirror to see how you eat.

Activity #4: Quick or Quack

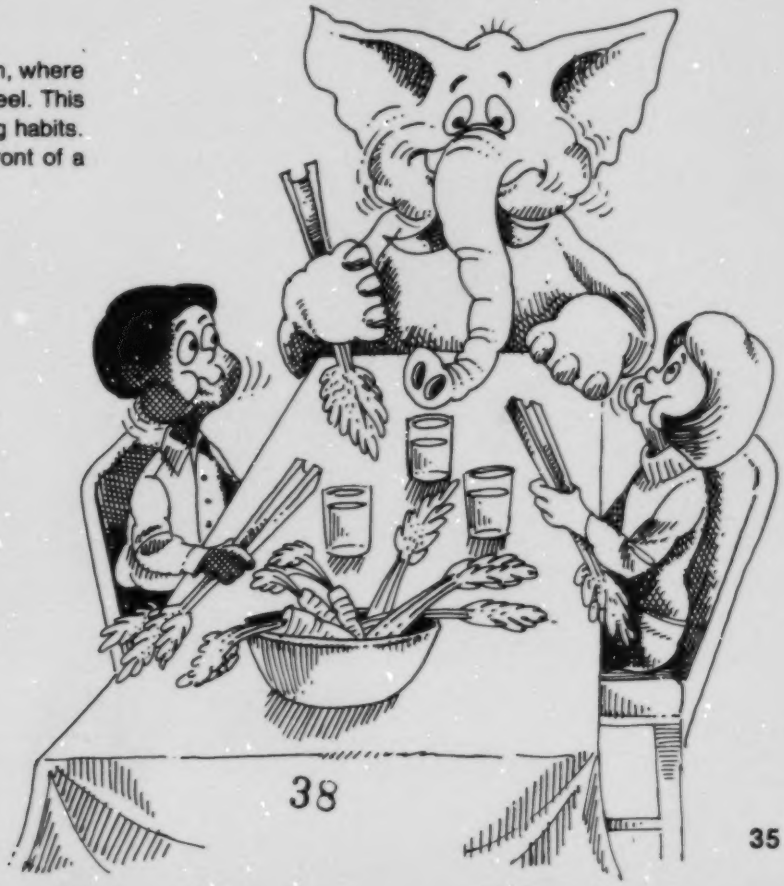
Collect ads for weight loss gimmicks. What are some of the appeals they use? Brainstorm some crazy names for fad weight loss programs. Then make a collage showing the right way and the wrong way to lose weight. (Clip out pictures of nutritious foods and people exercising to help illustrate the right way.)

Activity #5: Going Crackers

One way to eat less is to chew slowly. Who can chew the slowest? Try a contest. At a signal, have all members of your group pop a cracker into their mouths. The one who chews it the longest is the winner.

Activity #6: Calories In—Calories Out

On a separate sheet you will find a list of snacks and activities with their associated calories.



113 *Activity #6: Calories In-Calories Out*

To maintain your weight you must have a balance between the calories that go *into* your body through food and the calories that go *out* of your body through physical exercise.

Here are some snacks. Look for your favorites and see how long you would have to lie down, walk, jog, or run to burn the calories off.

Remember, to be healthy you need to eat a variety of foods from all food groups.

SNACKS	***TYPE OF EXERCISE****				
	Sedentary 90 calories per hour	Light 140 calories per hour	Moderate 180 calories per hour	Vigorous 300 calories per hour	Strenuous 350 calories per hour
	sitting reading watching TV	cooking washing dishes walking slowly	playing ping pong walking moderately fast	washing car walk fast bicycling bowling	running swimming tennis skating
1 raw carrot	13 min.	9 min.	7 min.	4 min.	3 min.
1 cup popcorn	27 min.	17 min.	13 min.	8 min.	7 min.
1 orange	43 min.	28 min.	22 min.	13 min.	11 min.
1 apple	1 hr. 13 min.	47 min.	37 min.	22 min.	19 min.
Soft drink or 1 oz. chocolate	1 hr. 36 min.	62 min.	48 min.	29 min.	25 min.
1 glazed donut	1 hr. 40 min.	65 min.	50 min.	30 min.	26 min.
1 piece pizza	2 hr.	1 hr. 17 min.	1 hr.	36 min.	31 min.
1 scoop ice cream	2 hr. 9 min.	1 hr. 25 min.	1 hr. 4 min.	39 min.	33 min.
1 piece devils food cake/ choc. icing	2 hr. 37 min.	1 hr. 40 min.	1 hr. 18 min.	47 min.	40 min.
Danish pastry	3 hr. 3 min.	1 hr. 58 min.	1 hr. 32 min.	55 min.	47 min.
25 pot. chips	3 hr. 20 min.	2 hr. 9 min.	1 hr. 40 min.	1 hr.	51 min.
1 piece pie	3 hr. 54 min.	2 hr. 30 min.	1 hr. 57 min.	1 hr. 10 min.	1 hr.
½ cup peanuts	5 hr.	3 hr. 13 min.	2 hr. 34 min.	1 hr. 30 min.	1 hr. 17 min.

Now make your own chart for your favorite foods.

First: Find out the number of calories in the food.

Then: Divide that number by the calories used per hour of an exercise on the chart.

Finally: Multiply the answer by 60—and you'll end up with the number of minutes of activity it takes to burn up that food.

*Note: These are the calories you burn if you're a young person weighing about 70 pounds.

POWERHOUSE

Synopsis

Big Devil

Angie, a friend of Jennifer's, is training hard to prove that a girl can be a successful jockey. The owner of a horse named Big Devil offers her a chance to ride in an important race, but someone mysteriously sets up accidents to make Angie look bad. The POWERHOUSE gang investigates and discovers a plot to keep Angie from riding and insure that Big Devil loses. After exposing the villains, Angie gets her chance to ride and win.

The following uncommercials appear in program #114: (6, 3, 24, 36, 11)

Theme: Seeing Beyond Sexual Stereotyping

Young people have the right and responsibility to develop their talents and skills to the fullest. But both boys and girls have been limited as they explore and develop their talents and skills—limited by old images of what boys and girls can and should do.

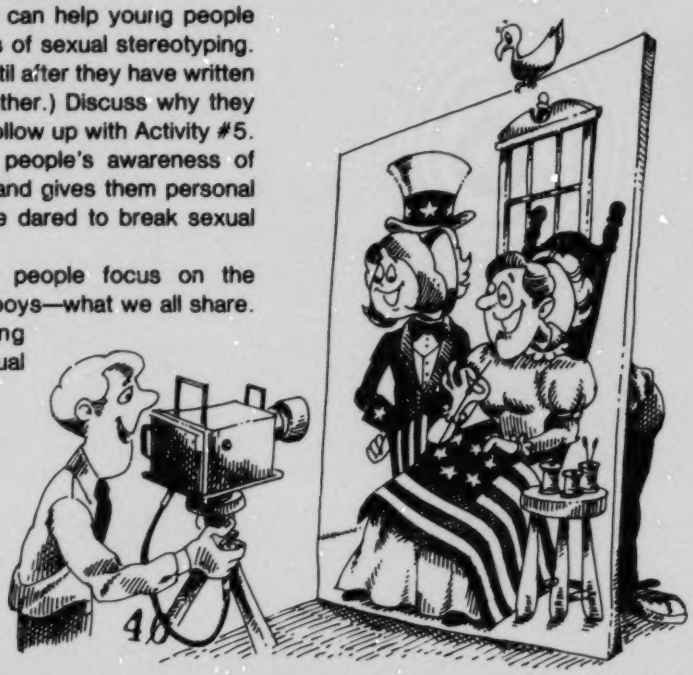
Much has been done to eliminate sexual stereotypes from the media so that both boys and girls will feel free to develop their intelligence, use their skills and be in touch with their feelings. But the old images still affect all of us, limiting our horizons.

As a youth leader, you can help young people become aware of these old images—to examine them and see if the images are standing in the way of their own development as human beings.

The POWERHOUSE program "Big Devil" shows a young woman developing her ability in a non-traditional skill. It shows the hostility she meets for going against an old image.

How the activities for Program 114 can help

- Activity #1 helps young people examine how sexual stereotyping has affected their lives.
- Activity #2 is a riddle that can help young people test themselves for indications of sexual stereotyping. Do not tell them the answer until after they have written it down. (The answer: The Father.) Discuss why they gave the answer they gave. Follow up with Activity #5.
- Activity #3 raises young people's awareness of career options open to them and gives them personal contact with people who have dared to break sexual stereotypes.
- Activity #4 helps young people focus on the similarities between girls and boys—what we all share.
- Activity #5 gets young people thinking about sexual stereotyping in careers.



POWERHOUSE

114
Activity Sheet

Activity #1: Autobiography—With A Switch

Suppose you were born the opposite sex. What would your life have been like? What things would be different? What would be the same? Make up an autobiography—the story of your life if you had been born the opposite sex.

Activity #2: A Riddle

Read the riddle and then try and guess the answer. Your group leader knows the answer. Here's the riddle:

> A boy and his mother were driving along one evening. It was dark, and very rainy. The car was traveling at a high rate of speed. Suddenly, the car skidded on the wet pavement and crashed into a tree. The mother was killed instantly.
>
> The boy was rushed to the hospital in an ambulance. He was in very serious condition. In the emergency room, Nurse Jones was called in to treat him. The nurse took one look and said, "I can't treat this boy. He's my son."
>
> *Who is the nurse?*

Activity #3: TV Talk Show

Do a simulated TV talk show. Build your own "TV cameras" or find someone who has some real video equipment and will show you how to use it. As a guest for your show, bring in a woman who holds a nontraditional job—one that in the past was done mostly by men: like a doctor, coal miner, architect, lawyer, truck driver or executive. Let your "studio audience" be prepared with questions you'd like to ask her.

Activity #4: Similarities Game

What are some feelings we have in common as human beings—some things we enjoy and don't enjoy? What are the similarities between girls and boys? See how many similarities you can list.

Activity #5: Careers

Develop your own career catalogue. List as many careers as you can. Think about each career: has there been a sexual stereotype about it in the past? What qualifications do you really need for that career?

POWERHOUSE

Synopsis

Fit To Be Tied

Tony realizes that he's not in good physical condition when he is outrun by a middle aged man and loses a valuable clue to the whereabouts of an abducted young freedom fighter. Humiliated, Tony abandons the search. Following a thin lead of Lolo's, the remaining members of the POWERHOUSE gang locate the kidnapped boy only to be captured with him. Fortunately, Tony rejoins the search in time to devise a clever rescue.

The following uncommercials appear in program #115: (30, 23, 28, 27, 8)

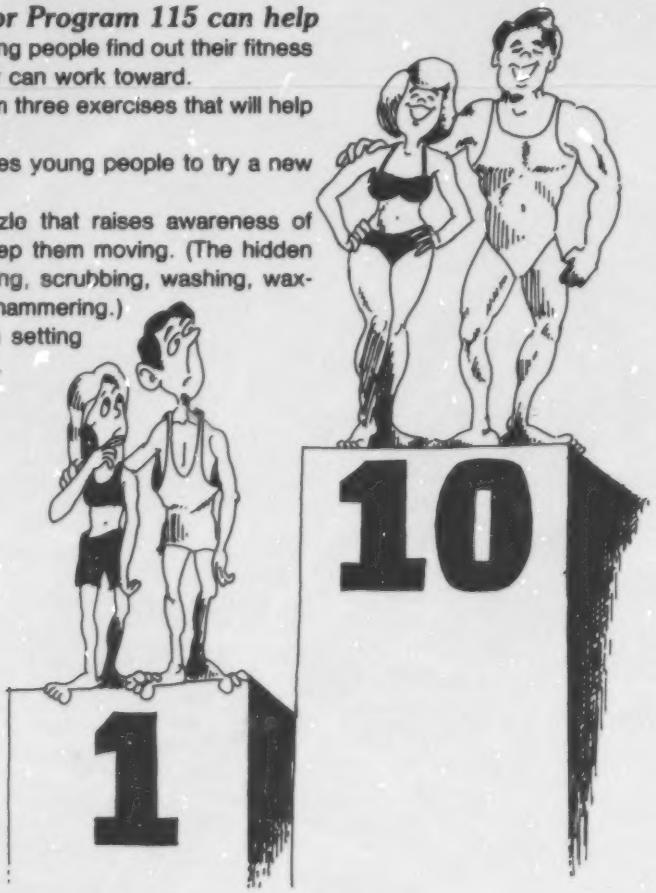
Theme: Becoming Physically Fit

Becoming physically fit is one positive thing we can do for ourselves. It can help us feel better, look better, have fun, decrease stress and improve mental fitness.

Young people are at a critical time for developing lifelong habits of exercise and physical fitness. You can encourage them to take part in activities that promote endurance, strength, flexibility and coordination. And you can help them become aware of the value of regular exercise in improving their general health and sense of well being.

How the activities for Program 115 can help

- Activity #1 helps young people find out their fitness levels and set goals they can work toward.
- Activity #2 gives them three exercises that will help them warm up.
- Activity #3 encourages young people to try a new sport or activity.
- Activity #4 is a puzzle that raises awareness of various activities that keep them moving. (The hidden words are: raking, mowing, scrubbing, washing, waxing, painting, shoveling, hammering.)
- Activity #5 focuses on setting up a safe exercise route.



POWERHOUSE

115
Activity Sheet

Activity #1: It's Your Move

Find someone who can come in and give a fitness test to each member of your group. Have them help you set realistic goals for yourself. Think of small steps you can take every day to reach your fitness level.

Activity #2: Warm Up

Here are three exercises you can do to help warm up your body before games or hard work.

- Get in the Swim

  Stand with your feet apart. Bend forward from your hips and start swimming. Reach one arm forward, then the other, stretching as far as you can. Swim eight strokes to the front. Then turn to the left (still keeping your feet in the same place) and swim eight strokes that way. Then swim to the right, then back to the front again.
- Leg Lean

  Stand with your legs wide apart, your feet pointing slightly outward. Bend your left knee and lean in that direction. (Look down: your knee should be covering your toes.) Stand up straight again, then lean to the right. Go back and forth till you have leaned four times in each direction.
- Twister

  Stand with your legs apart. Raise your arms out to the sides till they are at shoulder level, then bend your elbows. Twist your upper body and head as far to the left as you can. Then twist all the way to the right. Do this 16 times. (Be sure not to let your elbows drop below shoulder level.)

Activity #3: Go Ahead—Try It

Try a new sport or activity that will help you feel physically fit. Maybe there's a sport you've been wanting to try but felt shy about. Go as a group and support each other.

Activity #4: Trailblazer

Be a trailblazer. Search out a route in your community that you and others can use safely for walking, jogging or running. You may need to clear it or mark it. Find some way of letting people know that it's there.

Activity #5: Hidden Movement

Hidden in the following puzzle are names of *eight* activities that keep you moving. Can you find all *eight* of them? Some of them are backwards, some are upside down, and some are diagonal.

C	H	N	A	B	Z	D	I	V	W	L
I	P	G	F	M	Y	U	W	A	V	X
W	Q	Y	N	E	A	Z	X	H	J	G
R	X			A	G	I			E	K
S	J			Z	N	G			B	J
C	T			G	F	K			L	A
I	M			E	D	Q			T	R
B	Z	O	D	D	V	C	R	S	J	I
A	H	G	W	A	S	H	I	N	G	A
U	B			I	T	A			N	M
Y	Z			E	N	B			I	L
V	I			W	O	G			T	N
J	K			F	H	Q			N	G
G	N	I	R	E	M	M	A	H	I	S
N	V	L	U	J	E	P	T	M	A	H
I	Z	S	M	K	Y	D	A	N	P	O
B	W			Z	O	N			C	V
B	K			N	L	R			N	E
U	Y			T	X	Q			H	L
R	T			R	P	O			O	I
C	X			S	L	N	P	O	Z	N
S	M			L	R	A	K	I	N	G

43

POWERHOUSE

Synopsis

The Short Life of Lolo Knopke

Short Lolo is unhappy because he is not growing as fast as the others around him. His POWERHOUSE friends rally around to cheer him up. Brenda tries to help him understand that everyone grows at different rates. It appears that Lolo may never get a chance to understand, because a bomb, planted by an enemy of POWERHOUSE, suddenly explodes next to him in the basement. The following day as everyone gathers at the funeral to pay their last respects, Lolo, with the help of the POWERHOUSE gang sets an ingenious trap to catch the bomber and proves to himself that size is not the measure of a person.

The following uncommercials appear in program #116: (22, 14, 31, 35, 23, 11)

Theme: Learning About Individual Growth Rates

Young people go through spurts of growth and development. Sometimes their bodies grow so fast that they feel awkward trying to adapt to arms, legs and feet that are suddenly longer. Sometimes they grow so slowly that they see their peers outdistancing them and they begin to doubt whether they will ever develop.

As a youth leader you can help young people understand that they will grow at their own individual rates. You can help them learn to like themselves as they are—to build on their present strengths and not worry unnecessarily about things they cannot control.

The Powerhouse program "The Short Life of Lolo Knopke" focuses on a young person who feels bad about himself because he is small. By understanding the positive things about him he is able to put his physical size in perspective.

How the activities for Program 116 can help

- Activities #1 and #4 help young people claim positive things about themselves.
- Activity #2 gives them positive feedback from others.
- Activity #3 helps them focus on things they enjoy doing.
- Activity #5 helps young people get in touch with the differences in growing patterns in their family and community.

POWERHOUSE

116
Activity Sheet

Activity #1: The Special You

List some things you like about yourself. Think of things you do well. Make a collage that you can hang in your room to remind yourself of your own special qualities.

Activity #2: Positive Bombardment

It feels great to hear somebody say something good about you. Try it. Divide your group into pairs. Have each person in the pair tell the other person some of the good things about him or her. Do this several times in different pairs.

Activity #3: Things I Love To Do

List 10 things you really love to do, with your most favorite things at the top of the list. Now, go through your list and ask these questions about each item:

- Do I do it alone or with someone?
- Does it cost anything or is it free?
- Is it something my family likes to do, too?
- When did I do it last?
- Why do I love it?

Activity #4: I'm Glad I'm Me

Play a game of charades in which you act out something special about yourself (you're a funny person, you like chocolate, you're a good athlete, you keep secrets, etc.). The others try to guess the answer to your charade. Make sure everyone gets a turn.

Activity #5: Power In Your House

Talk to the people in your family about their growth patterns. When did they reach their full height? When did their feet stop growing? Compare their growth patterns to your own. Discuss growth patterns with your friends.

A GUIDE TO THE "UNCOMMERCIALS"

Following are brief descriptions of the "uncommercials" that may be seen in the various episodes of POWERHOUSE. Numbers identifying the episodes in which each spot appears can be found in parenthesis.

ACCIDENT OF THE WEEK

Employing a parody of Wide World of Sports, these three 60 second, live-action spots emphasize the three most important factors for accident prevention.

1. *Check For Hidden Dangers:* A surfer neglects to check the beach for any signs concerning hidden dangers. As a result, when he runs out to the water he disappears due to a sudden drop-off. (103, 111)
2. *Check your Equipment:* A biker doesn't check to see if her bicycle is in good condition before going out on a race. As a result, the bicycle comes apart and the biker ends up in a tree. (105, 109, 113)
3. *Check your Skills:* A mountain climber has checked his equipment and checked for hidden dangers. But he ends up helplessly dangling from the cliff because he never learned how to climb. (108, 114)

CELEBRITY ORGAN

An amusing animated take-off on a mystery-guest game show that explains how our bodies work and what they need to be healthy.

4. *The Lungs:* Henry Winkler's voice and an animated pair of lungs that look like "The Fonz" tell us how to care for our own lungs. (108, 109, 111)
5. *The Heart:* The heart is a muscle, and what better character is there to explain how the heart works than the strong green heart of the Incredible Hulk? (101, 10[illegible], 112, 113)
6. *The Teeth:* Dracula's teeth smile brightly as they explain how to insure that your teeth will be strong, clean and attractive. (104, 107, 110, 114)

DON'T JUST SIT THERE, DO SOMETHING

Active participation, an important health ingredient, is a major theme of the POWERHOUSE shows. The following spots enable the viewer to participate during the television program.

7. *Body Sounder:* A young man explains that the body is a take-along instrument and shows viewers how to play it. (103, 106, 111)
8. *Warm Up/Warm Down:* A young gymnast goes over a variety of exercises that show viewers how to do warm up and warm down exercises before doing any strenuous activity. (104, 109, 115)
9. *Dance:* When you think of dancing as merely movement in time, then you know anybody can do it. A young mime shows viewers that it's a great way to exercise. (102, 108, 112)
10. *Exercise to Relax:* Feeling uptight? Tense? Here's a set of exercises you can use to relax anytime and anywhere. (101, 107, 110)
11. *Weight Control:* A mime demonstrates how jogging or running in place burns up calories, which in turn helps you lose weight. (105, 113, 114, 116)

FRONTIERS OF SCIENCE

Two ways in which science is helping you become a POWERHOUSE:

12. *Biofeedback:* A doctor helps a young boy control his body by using a machine that monitors and feeds back a visual and audio display of emotional tension. (105)
13. *Hypnosis:* A dentist helps a young girl relax and control pain by using medical hypnosis. (108)

INTERVIEWS

Ask questions and you'll get answers. These spots employ a "person on the street" interview format to suggest a variety of mental and physical health ideas.

14. *How Do I Get Girls To Like Me?:* Teenagers respond by telling viewers to act natural, and mostly to be themselves. (110, 116)

15. *What's A Real Friend?:* Respondents reply with comments like "Someone who helps you out when you're in trouble." (101, 102, 108)
16. *How Do I Fight The Common Cold?:* Tips on hygiene are supplied. (105)
17. *Why Practice?:* Basic answers like "So you won't get rusty," and "It makes you better." (104)
18. *What's So Good About Losing?:* Kids and adults answer this one with insights like "It helps you learn what you're doing wrong." (109)
19. *Where Do I Go For Help?:* A variety of sources are suggested including brothers and sisters, teachers and policemen. (103, 112)
20. *What's So Great About Boys?:* Boys answer from their point of view and conclude that it's great to like yourself. (106)
21. *What's So Great About Girls?:* Girls answer from their point of view and conclude that it's great to like yourself. (106, 113)

JINGLES

A series of messages put to catchy lyrics and memorable musical tunes.

22. *"Growing Up":* A young girl playing volleyball on the beach feels awkward about her physical development. She seeks advice from an older girl. (111, 116)
23. *"Participation":* Viewers learn that participation is the most important part of playing a game, as a young girl decides whether or not to join an aerobic exercise class. (109, 115, 116)
24. *"Lifelong Activities":* An old man takes some youngsters on an imaginary journey that teaches them some leisure activities that you can do your whole life long. (106, 112, 114)

GOOD ADVICE

A collection of tips, facts and common sense messages for young viewers.

25. *Fads Are Bad:* A young girl experiments with a variety of unsuccessful fad diets and learns that the only healthy way to lose weight is to "eat a variety, eat light, and exercise." (102, 109, 113)
26. *Ask, Answer, Act:* A ventriloquist and puppet explain how to interact with your doctor. (107, 110, 111, 113)
27. *Stunt Driver:* A professional stunt driver teaches a newcomer how to take risks with a regard for safety. (104, 107, 115)
28. *Eat A Variety:* A Four-Star General introduces the basic four food groups in a "Patton" parody. (103, 115)
29. *Facts About Alcohol:* A take off on the Shell Answer Man advising viewers to get facts about alcohol, since it affects perception, decision making and motor skills. (104, 108)
30. *Fit and Function:* A demonstration of the importance of buying athletic shoes for the way they fit rather than the way they look. (102, 107, 115)
31. *First Aid:* A 1930's detective parody advises young viewers to call for help when they come upon an accident. (102, 112, 116)
32. *Laughter:* In the midst of an examination, a classroom teacher relieves the tension of his students with laughter provoking antics. (103, 105)

ACHIEVEMENT AWARDS

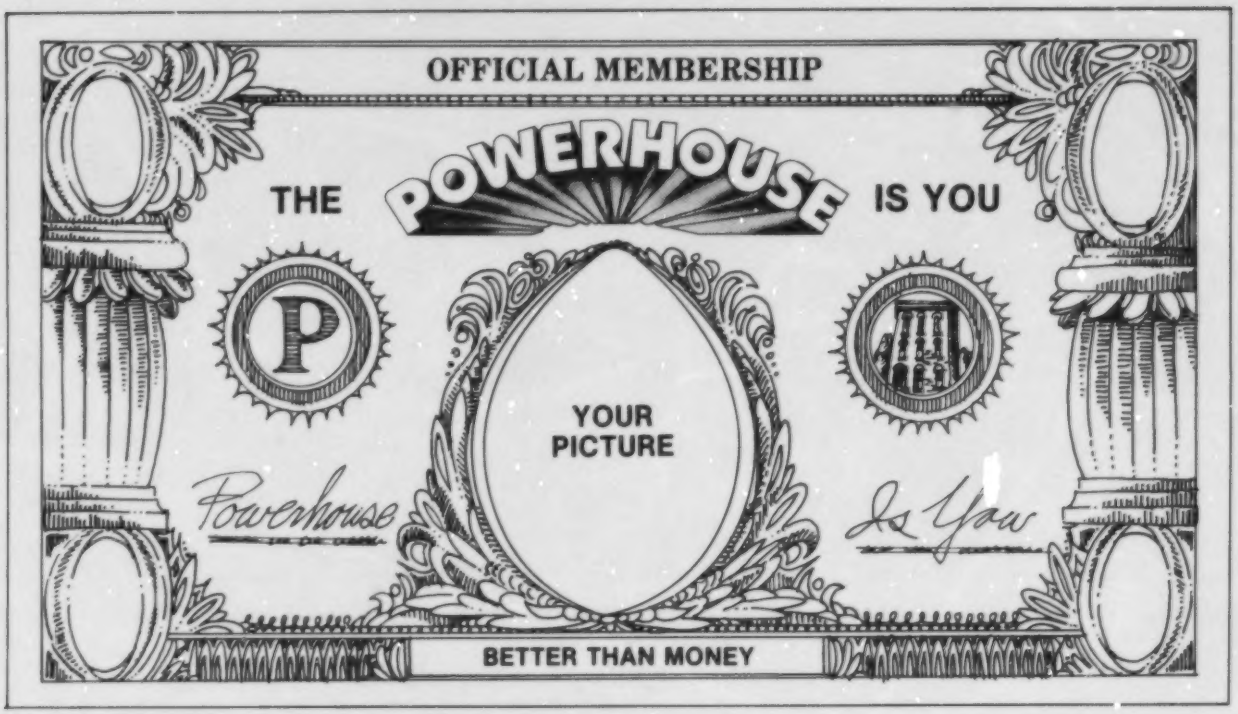
Personal POWERHOUSE salutes to individuals and groups who have made contributions in the field of health.

33. *Kids Radio Show:* To four kids who write, produce and direct their own health radio show in Washington, D.C. (103)
34. *Environmental Health:* To members of the Boys Club in Huntsville, Alabama for an environmental clean-up campaign. (112)
35. *Substance Abuse:* To the Boys & Girls Club of Camarillo, California for an anti-smoking campaign. (116)
36. *Health Careers:* To Red Cross volunteer youth worker, Tracy Lattimore, of Atlanta, Georgia, a young man who has given significant time as a nurses aid. (114)
37. *Mainstreaming:* To the Loudoun County, Virginia 4-H Club for helping disabled youngsters learn how to ride horses. (106, 110)

POWERHOUSE

POWERHOUSE

POWERHOUSE



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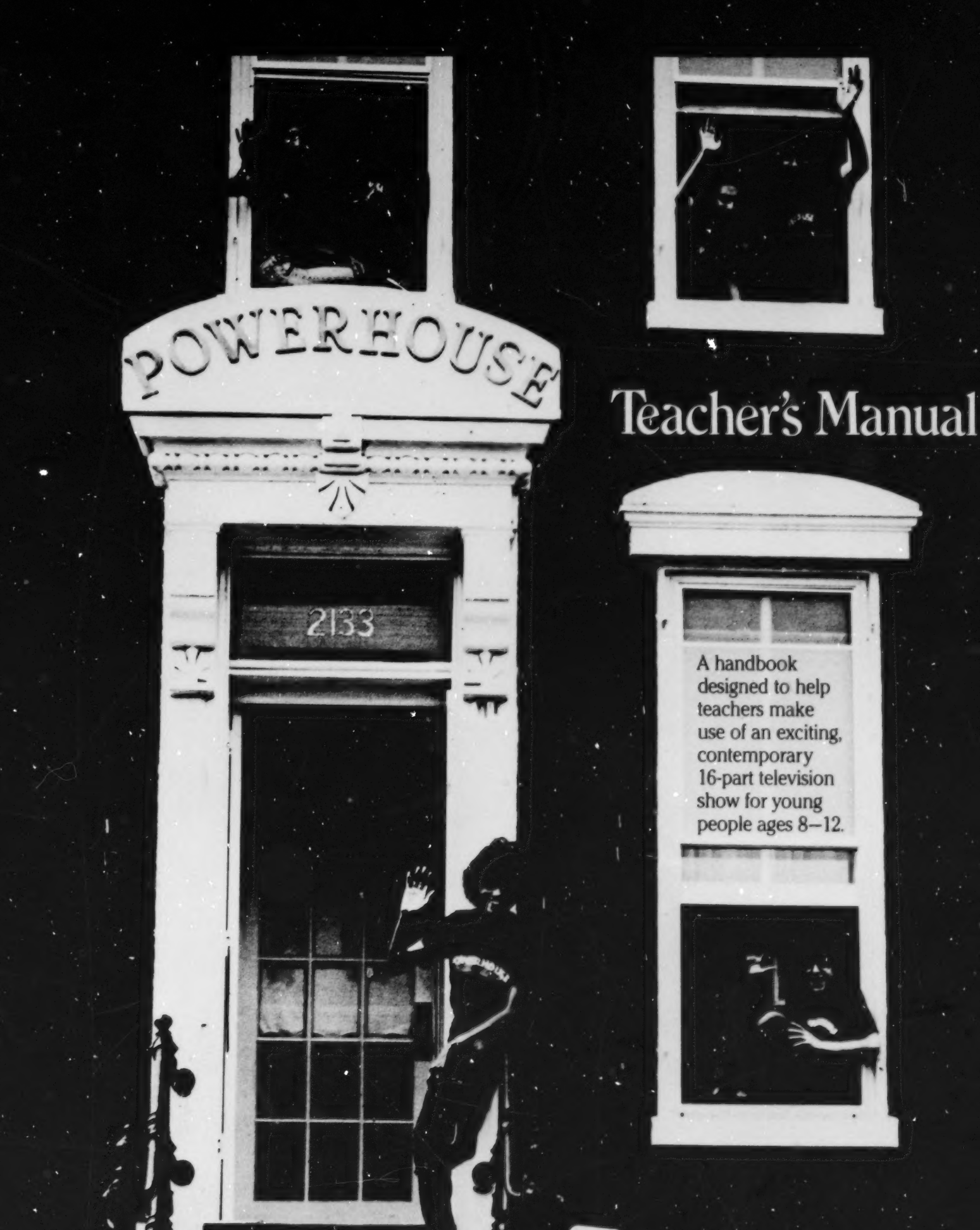
THE POWERHOUSE IS YOU

THE POWERHOUSE IS YOU

46



Teacher's Manual

A handbook designed to help teachers make use of an exciting, contemporary 16-part television show for young people ages 8–12.

"You have a Powerhouse deep down inside...
And that Powerhouse is YOU!"

What Is POWERHOUSE?

Is it:

(a) A place?
(b) A group of people?
(c) A television series?
(d) A state of mind?
(d) All of the above?

- POWERHOUSE is *definitely* all of the above–and then some: a high-powered, fast-paced series of 16 half-hour television dramas that use action, adventure, mystery, fantasy, and humor to tell contemporary stories created specifically for your students.

- POWERHOUSE explores such issues as mental and emotional health, nutrition and physical fitness, personal and group ethics, social and environmental problems–and it deals with all of them in an exciting and entertaining way.

- POWERHOUSE was created by Educational Film Center, Annandale, Virginia, under a contract from the United States Department of Education, to educate and motivate young people to make a lifelong commitment to good mental and physical health.

What's It About?

Each POWERHOUSE show tells a fast-paced story of action and adventure that presents specific themes and learning objectives. Every one of the 16 programs in the series is dealt with individually and in detail in this Teacher's Manual.

The major POWERHOUSE themes this season are:

101 102 The role of friendship in our lives

103 Coping with stress

104 Practice pays off

105 Preventing illness and the spread of disease

106 Respecting individual differences

107 Making responsible decisions

108 Getting the facts about alcohol

109 Learning to compete and participate

110 Judging abilities rather than disabilities

111 Learning to take necessary risks

112 Knowing how to find help when we need it

113 Taking an intelligent attitude toward weight control

114 Seeing beyond sexual stereotyping

115 Physical fitness

116 Learning to like ourselves as we are

What Should Students Know About the Series?

1) POWERHOUSE is a dramatic series that tells stories centered around an appealing, contemporary group of continuing characters.

2) The POWERHOUSE stories are a mixture of the real and the unreal. In them, we see characters, emotions, and behavior that are realistic–but the situations in which they are presented are not real. Even though POWERHOUSE often seems to be "slice-of-life" drama, it actually shows only one specialized segment of the life experience. The characters in the series do not appear to have families, responsibilities, schools, or curfews. Fantasy? It is...and young people will have the opportunity to separate fact from fantasy as the series progresses.

3) The term POWERHOUSE is used in the program in several different ways:

- POWERHOUSE is a youth center in Washington, D.C., where the characters meet and become friends. It is also a base for their activities.
- POWERHOUSE is also a state of mind–an "I-can" state of mind, ready to meet challenges, take action, and have adventures.
- The human body is a POWERHOUSE. "Learn about *your* body," viewers are urged, "and take charge of it."

4) The POWERHOUSE television series is intended to promote student activity. An underlying theme runs through each show: "Don't just sit there, do something."

Things students *can* do, suggestions for a variety of projects and activities to be done in school, in the community, and at home, will be found throughout this Teacher's Manual and in the Student Handouts.

Who's In It?

Each episode of POWERHOUSE features a core of regular performers–likable, contemporary characters with whom students will be able to identify. They are:

Brenda Gaines (*Sandra Bowie*)

inherits an old gym from her grandfather and works hard to transform it into the POWERHOUSE youth center. A woman of vision and integrity, she knows that health is more than physical fitness–it is an attitude that keeps you well. Brenda voices the philosophy of the series: "You have a powerhouse deep down inside...and that powerhouse is *you!*"

Kevin (*Michael Mack*), 17, is a veteran of the tough neighborhood in which the POWERHOUSE stands. He is mature, strong, self-reliant. He is also gentle and protective of the younger children.

Tony (*Michael Wikes*) has a record of trouble with the law; now one of the POWERHOUSE gang, he is still unsure of himself and his values. Streetwise and intelligent, he makes occasional mistakes in judgment. Many viewers will be able to identify with his anxieties and uncertainties.

Jennifer (*Domenica Galati*), 17, is independent, adventurous and a social reformer at heart. She shares Brenda's strong commitment to the POWERHOUSE philosophy. Mechanically inclined, she is the owner of the POWERHOUSE van, with which she constantly tinkers.

Lolo (*Jason Kravits*) looks younger than his 13 years. A thinker, a reader and a strategist, he acts as the Sherlock Holmes of the group and gains peer group acceptance through his quick wit and intelligence.

Pepper (*Jessica Prentice*) is a lively 12-year-old who is deeply interested in everybody else's business. She often acts before thinking, and her impulsive, adventurous spirit frequently pushes her to the brink of trouble.

Are There Commercials?

Yes!...and no! POWERHOUSE features **uncommercials**–spots that "sell" not products but ideas, such as warming up before exercising, learning how to relax through laughter, buying shoes that fit properly, and many others. Uncommercials are short (30, 60, and 90 seconds long), and provide amusing, informative messages that promote responsible health concepts and practices in every program.

For example, a series of humorous animated sequences called "Celebrity Organ" tells us how to care for our bodies. In one of them, Henry "The Fonz" Winkler provides a highly identifiable voice for the lungs.

You will find a guide to the **uncommercials** in each POWERHOUSE segment at the bottom of the page dealing with that show, and more detailed information on all the spots begins on page 21 of this manual.

To Conclude...

On the following pages you'll find materials dealing with each of the 16 segments of POWERHOUSE that will air this year. Whether you use one show or all 16, we're sure you'll find that the series will serve as an energizing springboard to classroom discussions and activities on all kinds of curriculum-related topics.

Most of all, we hope that POWERHOUSE will encourage your students to explore their own physical and mental potential and lead them in the direction of questions all of us must ask. "Who am I?" "How am I like, or different from, other people?" "How can I best manage my own life?"

POWERHOUSE 101/102

Theme: The Role of Friendship in Our Lives

With a Little Help from My Friends

Synopsis:

Brenda Gaines has inherited the run-down old POWERHOUSE gym from her grandfather and is determined to turn it into a community youth center, but she faces tremendous opposition. The gym has been taken over by a gang of young thugs; a hostile city official threatens to turn down Brenda's application for a license; and an opening night party turns into a disaster. But Brenda has befriended a group of the neighborhood's young people, and those young people show her what friendship is all about as they help her realize her dream of creating a POWERHOUSE Youth Center.

Goals:

To provide young people with an opportunity to discuss and evaluate the concept of friendship: what it is, how it develops, how it changes, what it means, why it's important.

Background:

At all ages, human beings need to relate to other human beings, and at no time is that more important than during the years of childhood. Peers are tremendously important in the growth and development of a young person. Friends provide companionship, emotional warmth, a chance to share common interests, a sense of belonging, and the opportunity to discover more about the world and oneself. Every individual relates to others in his or her own unique way. Some people are gregarious, others are more private. What's important is that every child learns how to participate in a peer group and to relate directly, openly and honestly with others as friends who may be similar to–or different from–himself.

Pre-viewing questions and activities:

1. Tell your students that they are going to be seeing a show in which young people who are strangers become friends. Ask them to note how the characters first meet, at what point they pass from being acquaintances to being friends, and what forces bring them together.

2. What are other words for friends and friendships?

Post-viewing questions and activities:

1. Role models are important factors in this story. What is a role model? Were there good and bad role models in the program? (Brenda was good, the city official and the head of the numbers gang were bad.)

2. Who are the role models in your own life? Why?

3. What were some of the factors that led to these strangers becoming friends? (Common interests, mutual needs.)

4. The character of Tony changed during the story. Was the change realistic? Can people change? What happens when you label someone as all bad or all good?

5. Why are friends important to you?

6. Activity: Interview a parent, a grandparent, or an older brother or sister, and report their responses to the class. Ask them: How important have friends been to you during your life? Have your friends changed over the years? Why? How would you define the word "friend"?

7. Write a story about friendship, using either original characters or the characters in POWERHOUSE.

8. How do we as a country determine who our friends are? In recent years, which countries have been our closest friends? Which friendly countries border us on the north and south? What are some of the ways in which countries demonstrate friendship? (Trade, mutual defense, open borders, etc.)

9. Ask your students if any of them are active in the Boys or Girls Clubs, Camp Fire Girls, 4-H Clubs, Boy Scouts, Girl Scouts or any other groups, and have them share their experiences with the class. Why do they belong? What kinds of things does the group do? Who is eligible to belong? Are there any similarities between POWERHOUSE and their own youth group?

UNCOMMERCIALS

The uncommercial in "With a Little Help from My Friends" which reflects the theme of the segment is:

No. 15. Interviews–*Friendship*
What's a real friend? Kids respond: someone who helps you when you're in trouble, someone who plays with you, someone you can knock down and who will still like you. Friendship–it's important!

Other uncommercials in this segment are:

PART ONE:
No. 5. Celebrity Organ–*The Heart*
No. 10. Don't Just Sit There–*Exercise to Relax*

PART TWO:
No. 31. Good Advice–*First Aid*
No. 30. Good Advice–*Equipment: Fit, Function, Cost*
No. 25. Good Advice–*Fads are Bad*
No. 9. Don't Just Sit There–*Dance*

POWERHOUSE 103

Life or Breath

Synopsis:

Daoud, the young son of an African ambassador, is brought to POWERHOUSE to learn relaxation techniques. Daoud has developed a painful stress-related digestion problem. One afternoon, after Daoud has been at POWERHOUSE for two weeks, he is kidnapped by terrorists from his country. Will his relaxation techniques help him to keep his cool long enough for the POWERHOUSE kids to find him before he is hanned?

Goals:

To learn to recognize stress, confront it and work it out so that it does not cause tension or *dis*tress.

Background:

Stress is a natural part of life for people of all ages. We need a certain amount of stress to be ready to accept new challenges, to get things done, to avoid feelings of boredom. But when stress becomes too great or too prolonged, it can be harmful. Inadequate ways of coping with stress can also be harmful; for the past decade, the most frequently abused prescription drugs in America have been tranquilizers. It is important to recognize the signs of harmful stress and learn how to cope with it.

Pre-viewing questions and activities:

1. **What is meant by the term "stress"? What are some of the symptoms of stress?** (Note: headaches, stomach-aches, and so on are signs of stress only if they are unrelated to physical illness.) **What are other words for stress?** (Anxiety, nervousness, tension, apprehension, etc.)

2. **What are some of the causes of stress? How do your students cope with stress?**

3. **What are the positive aspects of stress?**

4. **Ask your students, as they view, to be aware of the POWERHOUSE techniques for coping with stress.**

Post-viewing questions and activities:

1. **What techniques for coping with stress were taught at POWERHOUSE? Which techniques helped Daoud through his crisis?**

2. **Ask students to write about a stressful situation in their own lives. How do they deal with these situations?**

3. **Think of situations in which you experience stress as part of a group.** (For example: taking a test, watching your team lose a game, performing in a program.) **What are some positive steps a group can take to relieve stress?** (For example: people in the group can discuss the problem and organize their response; they can pool their problem-solving abilities.)

4. **Are there times when we intentionally put ourselves in stressful situations? Make a list of such times.** (For example, riding a rollercoaster, seeing a scary movie.) **Why do we put ourselves in such situations?**

5. **Activity: Have each student tear a piece of paper into five small slips. Then ask each one to put a different "cause of stress" on each slip of paper. A committee of students can compile a list of the most frequently mentioned causes. You might expect this list to mention tests, noise, competition, performing before a group, moving to a new neighborhood, making friends, divorce, injury, illness, parents' stress, and so on. Finally, ask the class how they might deal with these specific stressful situations.** (Don't forget that just talking to someone who can help can relieve stress, too!)

6. **Make a collage showing stressful situations, and what people do to relieve stress.**

7. **Three themes of POWERHOUSE shows are friendship, stress, and competition. Are these three themes interrelated? If so, how? Was friendship a factor in Daoud's improved health?**

UNCOMMERCIALS

The uncommercial in "Life or Breath" which reflects the theme of the segment is:

No. 32. Good Advice–*Laughter*
A teacher, watching his students squirm, fidget and twist their way through an exam, suddenly falls off his chair and comes up making faces. Why? Laughter: it's good for us all.

Other uncommercials in this segment are:

No. 28. Good Advice–*(Nutrition) Eat a Variety*
No. 1. Accident of the Week–*Hidden Dangers*
No. 33. Achievement Awards–*Kids' Radio Show*
No. 19. Interviews–*Community Resources*
No. 7. Don't Just Sit There–*Body Sounder*

[illegible]

POWERHOUSE 104

Master of the Art

Theme: Practice Pays Off

Synopsis:

The POWERHOUSE kids work hard to learn circus acts for a talent show and their practice pays off in an unexpected way. They put their new talents to work to help their friend Thelma Gray get her job back at the Fine Arts Museum. Thelma, longtime Chief of Security, has been replaced by an electronic security system just as a priceless piece of sculpture arrives at the museum. What do her POWERHOUSE friends do? Can they prove the new security system is no good–without breaking the law?

Goals:

To stress the importance of practice and discipline, and the time and effort they require, if one wants to learn to do something well.

Background:

At any age, we need to be reminded that there are no shortcuts to accomplishment, and even fewer "overnight successes." Most real achievements require a serious commitment of time, energy, effort, and the patience to set a goal and work toward it one step at a time. Young people are often torn between the desire to succeed and the fear of failure. Self-esteem grows as we set goals and work toward them in realistic stages.

Pre-viewing questions and activities:

1. Much of this show is fantasy; it could not actually have happened. What is fantasy? As you watch the show, write down examples of fantasy versus reality. Which events might really have happened? Which would not have happened?

2. Can you define the words practice and discipline as they apply to this program? (Discipline, for example, is used to mean development and training through perseverance and instruction, not punishment.)

Post-viewing questions and activities:

1. The POWERHOUSE kids worked hard to learn their circus acts. What have you learned to do in some kind of practiced, disciplined way? How did you begin? (With very small steps.) **Was the beginning exciting? Satisfying? What is the difference between excitement and satisfaction?**

2. How do you feel when you reach a goal you have set for yourself?

3. Why is it important to set realistic goals? (Goals that are too low, while they may reduce uncertainty, will bring about little progress; goals that are too high–or goals that students try to reach too quickly–produce a kind of stress that makes it likely students will quit, feeling that they cannot be blamed for failing to reach such "unreasonable" goals.)

4. Make a list of five people whom you admire and respect. What did these people do to earn your admiration? Did their accomplishments require practice and discipline? If so, what kinds?

5. What does it mean to work toward a goal one step at a time? Why is it often necessary?

6. Activity: Learn to do something in class that requires practice and discipline. Try new tongue twisters, learn to bounce a ball with the hand other than your dominant hand. Fun? Easy? Hard? Does practice help?

UNCOMMERCIALS

The uncommercial in "Master of the Art" which reflects the theme of the segment is:

No. 17. Interviews–*Practicing*
A young girl bangs on the piano keys in frustration. "Why do I have to practice?" she demands, and she gets some good answers: "So I won't get rusty." "So your teachers don't scream at you." And, adds a boy on a unicycle: "You can't do *this* without practice."

Other uncommercials in this segment are:

No. 27. Good Advice–*Stunt Driver*
No. 6. Celebrity Organ–*The Teeth*
No. 29. Good Advice–*Alcohol Affects the Body*
No. 8. Don't Just Sit There–*Warm Up/Warm Down*

POWERHOUSE 105

You Make Me Sick

Theme: Preventing Illness and the Spread of Disease

Synopsis:

In the midst of an epidemic of the deadly Red Eye Virus, Pepper stops at Barney's Diner to get a sandwich for Brenda. A nervous young woman wearing sunglasses makes the sandwich for her. Brenda eats part of the sandwich; the next day, she is stricken with the disease and rushed to the hospital. She will die if the carrier of the disease isn't located and a treatment developed. Could the carrier be the woman working in the diner? Perhaps, but the woman has disappeared and the POWERHOUSE kids must find her to save Brenda.

Goals:

To encourage young people to develop lifelong health habits that will be of benefit to them and to the people around them.

Background:

It is important for young people to understand that they can and must take an active role in maintaining their own health and in preventing the spread of contagious disease to others. Good health habits are a continuing matter of personal choice and responsibility. How we treat ourselves is an important factor in disease prevention and health promotion. We cannot prevent ourselves from ever being sick; illness is a natural process of living. We can, however, take action to get well and not spread illness to others.

Pre-viewing questions and activities:

1. **What is a contagious disease?** (Anything that can be spread to others.) **Are some diseases more contagious than others? What are they?**

2. **List all the ways you can think of to prevent the spread of contagious disease.** (Several ways are mentioned in the show: wash your hands before you handle food; don't share food with other people; be sure to cover your nose and mouth when you cough or sneeze; and don't share your comb or use anybody else's. Also, of course, stay home and avoid contact with others while you are ill.)

Post-viewing questions and activities:

1. **Why didn't the girl who had the disease turn herself in?** (At first she didn't know she had the disease, then she was afraid to tell anyone.)

2. **Could such an epidemic actually happen?** (Indeed it could. There is no Red Eye Virus, but there have been many epidemics and many instances in which restaurants have been closed for being "probable sources" of diseases such as Type A hepatitis.)

3. **Make a list of all the ways you can think of to keep yourself healthy. Then test yourself: Do you do these things often? Sometimes? Never?** (You would expect the list to include eating good foods, getting enough sleep, drinking adequate amounts of water each day, knowing how to relax, exercising, getting medical check-ups and innoculations when necessary, understanding what smoking, alcohol, and drug abuse can do to mind and body.)

4. **Is it wrong to ask questions of a doctor, nurse, or dentist?** (Absolutely not. It is vital to ask questions when you don't understand something and to be assertive about getting information about your body and its needs.)

5. **Activity: Make a collage showing people doing things to promote good health.**

6. **Describe a time when you were sick. What did you do? Who did you see? Have you ever gone out in public when you knew you had a contagious disease? Might you have been spreading germs to other people?**

7. **What is the "incubation period" of a disease?** (The period between the time you are first infected and the time the symptoms appear.) **Many of the most contagious diseases can be spread especially easily during the incubation period. Why would this characteristic make a disease especially contagious?** (Because the people who are spreading it still feel perfectly well, and continue to be active and to come into contact with others.) **Flu is an example of an illness that is often spread in this way.**

UNCOMMERCIALS

The uncommercial in "You Make Me Sick" which reflects the theme of the segment is:

No. 16. Interview–*Illness*
A boy sneezes and asks: "How do I fight the common cold?" His friends give advice: "Stay away from me." "Don't borrow my chapstick." "Keep washing your hands." "If you've got something to say, make it ten feet away." In other words, use common sense about your health and the health of others.

Other uncommercials in this segment are:

No. 32. Good Advice–*Laughter*
No. 12. Frontiers of Science–*Biofeedback*
No. 2. Accident of the Week–*Check Your Equipment*
No. 11. Don't Just Sit There–*Weight Control*

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POWERHOUSE 106

Theme: Respecting Individual Differences

Celebration

Synopsis:

Music and dancing fill POWERHOUSE as the kids celebrate different cultures and customs with an international folk festival. On that same evening, Lolo and his grandfather become victims of prejudice as they are attacked and their synagogue vandalized by a gang of masked thugs. Terrorized, Lolo considers calling off his upcoming bar mitzvah. Finally he decides he will not let ugliness and violence spoil his special celebration. Then, late one afternoon, Lolo is lured to the synagogue. Waiting for him there is the gang of masked thugs.

Goals:

To increase understanding and awareness of individual differences among people and the importance of learning to respect and appreciate those differences and the similarities that underlie them.

Background:

The young people watching this series are just beginning to form their own opinions about themselves and the people around them. They are beginning to look more closely at who they are, what they are, and how they fit into their world. As they do this, it is important for them to be exposed to people who are different from themselves. They must learn that all people share common human qualities, and yet each person has special and unique characteristics. Young people need to get to know and like themselves; they also need to learn how to be open, flexible, and accepting in their attitudes and behavior toward others.

Pre-viewing questions and activities:

1. **Define the word "prejudice."** (It is preconceived judgment or opinion.)

2. **What is the difference between prejudice and discrimination?** (Prejudice refers to attitudes, discrimination to actual behavior.)

3. **Have you ever been discriminated against? If so, why? Was it because of age, color, class, sex? How did you feel when that happened to you?**

Post-viewing questions and activities:

1. **Why is this episode called "Celebration"?** (While ugliness flares around them, the POWERHOUSE kids are celebrating their individual differences by having a folk festival and sharing Lolo's bar mitzvah celebration.)

2. **What would our lives be like if we were all the same?**

3. **What can we learn from people of diverse cultures, qualities, beliefs, and ethnic backgrounds?**

4. **What is a bar mitzvah?** (It is a traditional Jewish religious coming of age ceremony usually celebrated when a boy turns 13.) **Why does Lolo decide to go ahead with his bar mitzvah in spite of the danger?** (He decides he will not let fear and prejudice deprive him of a special time in his life.) **Would you have done what Lolo does?**

5. **Why do the POWERHOUSE kids get along so well, even though they are different in race, religion, size, weight, interests, and abilities?** (They have worked together for common goals on an equal basis; they have gone beyond the differences and learned to see the total human being.)

6. **Activity: Plan a class folk festival. Ask volunteers to bring food, native dress, music, anything at all relating to their ethnic backgrounds. Make it a celebration of "Who You Are."**

7. **Suggest that students ask their parents or grandparents why and when their families came to America. Students who have recently arrived in this country might be encouraged to tell their own stories.**

UNCOMMERCIALS

The uncommercials in "Celebration" which reflect the theme of the segment are:

No. 20. Interview – *Masculinity*
"What's so great about being a boy?" asks a young girl holding a beach ball, and the boys respond: "Boys are great at sports," says one. "Not being a girl," says another. But out of it all comes the message: "Be glad you're *YOU*."

AND

No. 21. Interview – *Femininity*
"What's so great about girls?" asks a young boy. "Everything," replies one girl. "You can be real rough and tough and go out and climb trees," says another. And the announcer sums it up: "Be glad you're *YOU*."

Other uncommercials in this segment are:

No. 5. Celebrity Organ – *The Heart*
No. 24. Jingle – *Lifelong Activities*
No. 37. Achievement Award – *Mainstreaming*
No. 7. Don't Just Sit There – *Body Sounder*

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POWERHOUSE 107

Theme: Making Responsible Consumer Decisions

Something for Nothing

Synopsis:

Two bad consumer decisions put the future of POWERHOUSE in jeopardy. Brenda decides to have a cheap patch-up job done on the ceiling in the gym and it later caves in; then her young friends agree to let a stranger make a free film about POWERHOUSE for showing at the license renewal hearings. Two decisions are made: one for work that is cheap, one for work that is free; and the cost is almost more than POWERHOUSE can bear.

Goals:

To encourage young people to be critically aware of the consumer decisions they make and how they make them.

Background:

How do we learn to make responsible consumer decisions? Too often we take the easy way out. We rely on other people's decisions, we act impulsively, we procrastinate. We buy what's advertised or easily available, echo the sentiments of our neighbors and friends, and claim that we aren't responsible for what is happening around us. We forget that there is a specific process we can go through when making a decision: we can identify the problem, gather information about it, make suggestions for solving it, analyze and evaluate the suggestions, and then make the decision. We can do so calmly and rationally, and we can teach young people to do the same. Making responsible decisions is like taking responsible risks: the more we do it, the better we get.

Pre-viewing questions and activities:

1. What is meant by the term "consumer decision"? Are you faced with consumer decisions during the course of a day? (We all are; the term includes both goods and services.)

2. What do we think of when we make a consumer decision? (Our needs, the quality of the product, the cost, etc.)

3. What are positive aspects of making decisions? (We grow in confidence and self-esteem; we learn to think for ourselves, make judgments, reason through problems and take responsibility for our own actions.)

4. Think of situations in which you make decisions as part of a group. (For example: a family planning a major purchase, a class deciding on a field trip.) **Does the decision-making process vary when a group is involved?** (Yes, a consensus of opinion must be reached, though the reasoning process remains the same.)

Post-viewing questions and activities:

1. What was wrong with Brenda's decision about the roofing work? (She neglected to get estimates and references.)

2. What should Jennifer and the others have done when they were approached by the filmmaker? (Checked his references and motivations: who he was, what he'd done, what he wanted.)

3. What do you do when you are going to buy something? Do you check price, quality, guarantee, other options?

4. What are your primary sources of information about consumer goods? Advertising on radio or TV? Friends' recommendations? News reports? Others? Which have you found to be the most reliable? The least reliable?

5. Activity: For one week keep a list of all the consumer decisions you make. Note what the decision was and what steps you went through in making it.

6. Is the class aware of the fact that there are groups and individuals who attempt to guide or protect the consumer? Ask fifth- or sixth-grade students to research and report on groups, or organizations (Underwriter's Laboratory, Good Housekeeping, Consumers' Union, etc.) that endorse products.

UNCOMMERCIALS

The uncommercials in "Something for Nothing" which reflect the theme of the segment are:

No. 30. Good Advice–*Equipment: Fit, Function, Cost*
How do you buy shoes? It's the *fit* that counts. You can be great, and your *shoes* can be great, if you're meant for each other! Whatever your size, buy them for the way they fit, not just the way they look. Be a winner: *Try* them before you *buy* them.

AND

No. 26. Good Advice–*Ask, Answer, Act*
A ventriloquist returns from the doctor with medicine and complains to his dummy that the doctor didn't tell him what was wrong with him. Says the dummy: "Did you ask the doctor questions?" "No," says the ventriloquist. The dummy replies: "People like you give people like me a bad name." Help your doctor help you. Ask the right questions of the right people.

Other uncommercials in this segment are:

No. 6. Celebrity Organ–*The Teeth*
No. 27. Good Advice–*Stunt Driver*
No. 10. Don't Just Sit There–*Exercise to Relax*

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POWERHOUSE 108

Theme: Getting the Facts About Alcohol

Cheers

Synopsis:

Police Lieutenant Al Gambrino is delighted that his 14-year-old son Peter comes to visit. He introduces Peter as "good at everything." Peter, however, is a secret drinker who encourages Pepper to drink with him and steals from his friends at POWERHOUSE to buy liquor. Al and the others figure out what is happening–but it may be too late to stop Peter from running away from them and from his drinking problem.

Goals:

To help young people learn how to make responsible decisions about drinking and to encourage them to seek realistic facts about alcohol.

Background:

The young boy in this story is 14, and he is an alcoholic. A doctor who has treated more than 20,000 alcoholic patients defines alcoholism this way: "I think we can simply say that an alcoholic is a person who reaches a point where he (or she) cannot control drinking...cannot stop drinking, walk away from it, and stay away from it indefinitely." Alcoholism is a progressive disease that can be fatal; it is incurable, but it can often be controlled. It can strike people of any age. Studies show, in fact, that teenage alcoholism is on the rise, and preteen drinking is becoming a serious problem.

Pre-viewing questions and activities:

1. Students will need some information about this program before viewing. "Cheers" tells the story of a young boy who is an alcoholic. This young man, Peter, relies on drinking for a number of reasons, and you might suggest to the class that they look for the reasons Peter drinks as they view the show. Furthermore, what are the effects of Peter's drinking? Does it make him a nicer or better person? Does his drinking pose problems for him? For others?

Post-viewing questions and activities:

1. Peter and Pepper drink for different reasons. What are they? (Peter may drink because his father has unrealistic expectations of him; Pepper because she wants Peter to like her.)

2. What did drinking do to them? Were Peter and Pepper in control of themselves when they were drinking?

3. Recently, many doctors have begun to refer to alcohol as a drug. Why? In what ways are drugs and alcohol similar? (Both alcohol and drugs can act as stimulants and depressants; drugs can interfere with motor coordination, thought processes, and judgment; they can produce false exhilaration and depression; both can be habit-forming; and, ultimately, both can result in permanent physical and mental damage.)

4. Peter claimed that he could drink and still play basketball. Did he play well?

5. Al claimed that his son was "good at everything." Was this an unfair expectation? Can anybody be "good at everything?" Was Al putting too much pressure on his son?

6. Are there times when we become unhappy and upset because our own expectations are too high? Or too low? Are we sometimes too hard on ourselves? What can we do about it?

7. How is alcohol portrayed by advertisers? What social images do such advertisements create? How do these images relate to the way Peter and Pepper were affected by alcohol? You might ask students to make a mural/collage containing, on one side, images used to sell alcohol, and on the other side, images that suggest the real effects of alcohol on those who abuse it.

UNCOMMERCIALS

The uncommercial in "Cheers" which reflects the theme of the segment is:

No. 29. Good Advice–*Alcohol Affects the Body*
Three young runners line up for a race. Then one drinks wine, one drinks whiskey and one drinks beer. What does it do to them? What *doesn't* it do to them? Their decision-making is poor, their vision is blurry, their balance is awful. They're acting strangely, but it's not funny. If you're thinking about drinking, get the facts.

Other uncommercials in this segment are:

No. 4. Celebrity Organ–*The Lungs*
No. 3. Accident of the Week–*Check Your Skills*
No. 13. Frontiers of Science–*Hypnosis*
No. 15. Interview–*Friendship*
No. 9. Don't Just Sit There–*Dance*

1982 TelEd Inc

POWERHOUSE 109

Name of the Game

Theme: Learning to Compete and Participate

Synopsis:

Tony reacts angrily when a goal slips by him in a tense soccer game. Upset with himself, he claims that he has hurt his ankle, but Kevin suspects that he is faking. As POWERHOUSE trains for a championship game with a ferociously competitive youth center, Tony meets a first-rate South American player called El Gato. Practicing with POWERHOUSE, El Gato proves that he's good, all right–but there is something strange about him. What are El Gato's real motives? Is he going to help POWERHOUSE win the championship? Or make sure they lose it?

Goals:

To increase understanding of what competition is and when it is appropriate to compete; also, to develop awareness of the benefits of participation and the relationship between competition and sportsmanship.

Background:

Virtually every aspect of a young child's life involves some form of competition. Studies have shown that children learn both intellectual and physical tasks more quickly in the presence of properly organized competition. This need not be competition against others. It can be competition with oneself, against time, against weather. If competition is basically defined as an attempt to judge current performance by an established standard, then positive attitudes toward competition can encourage young people to take acceptable risks (more about this in Show 111), to try new things, and to be unafraid of losing.

Pre-viewing questions and activities:

1. **What does competition mean to you? You are about to see a story about sports competition, but how many other forms of competition can you name? As you watch the show, be aware of the way four characters look at competition: Brenda, Tony, El Gato, and Mr. Phelps.**

2. **Is it harmful to put too much emphasis on competition?** (It can be. Studies have shown that too much stress on competition can be a strongly negative factor.)

3. **Why is participation an important element in this discussion?** (Winning and losing are important, but it's the willingness to participate that is the key factor; young people who are willing to participate in an activity are giving themselves an opportunity to develop new skills and abilities, have fun and make new friends.)

Post-viewing questions and activities:

1. **Who were the winners and losers in the show? Who demonstrated healthy attitudes toward competition? Who demonstrated unhealthy attitudes? How? Which attitudes made characters feel the best?**

2. **Ask students to analyze Tony's motives. Why did he get angry with himself at the beginning of the story? Why did he fake an injury?**

3. **Have you ever been in a situation in which you were afraid of failure? How did you cope with it?**

4. **How did Mr. Phelps differ from Brenda in his attitude toward winning? Did he believe that his players should have fun? Even when he had a championship team, was Mr. Phelps a winner?**

5. **Divide the class into two groups for a debate on these questions. Has our world today become too competitive? Is there too much emphasis on being "Number One"?** Encourage students to prepare by seeking facts, outlining arguments, and seeking input from each member of the team. One member from each side should present the opening statement prepared by the group, another member should sum up the group's position in the closing statement, and all the members should be encouraged to speak at least once during the course of the debate.

Other topics for debate, discussion, written assignments, or pictorial displays might include **Team Spirit** (what it is, why it's important); **Losing** (what's good about it, what you can learn from it); and **Winning** (how to work toward it, how it makes you feel, how to accept it).

UNCOMMERCIALS

The uncommercials in "Name of the Game" that reflect the theme of the segment are:

No. 18. Interview– *Winning/Losing*
A good question–what's good about losing?–prompts more good answers: "It makes me appreciate winning more." "Win or lose, it's how you play the game that counts." "You've got to learn what it feels like." And, "You *learn* from losing."

AND

No. 23. Jingle– *Participating is Fun*
A shy, young girl stands at the edge of an aerobic dance class. The group is exercising, singing, and having fun. Gradually, the girl begins to join the group's activities. The message: get in the game. Participate!

Other uncommercials in this segment are:

No. 25. Good Advice– *Fads are bad*
No. 4. Celebrity Organ– *The Lungs*
No. 2. Accident of the Week– *Check Your Equipment*
No. 8. Don't Just Sit There– *Warm Up/Warm Down*

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POWERHOUSE 110

One of the Gang

Theme: Judging Abilities Rather than Disabilities

Synopsis:

The POWERHOUSE kids find themselves in a desperate race to locate diamonds missing for 30 years and believed to have been hidden in POWERHOUSE. Closing in on those same diamonds is a dangerous ex-con who vows that nothing will stop him from finding the gems. Also joining the POWERHOUSE search is a young man named Mike, who has an artificial hand. Mike helps capture the ex-con; and in the process, teaches the others a great deal about independence, capability, and the extent to which a "handicap" can be overcome.

Goals:

To encourage young people to see the disabled as human beings with hopes, fears, aspirations, feelings, and concerns common to everyone. They must be encouraged to think in terms of abilities rather than disabilities, and to see the person first, the handicap second.

Background:

Many schools have programs based on the theme of respect for people's differences. In social studies, language arts, health, and science classes we study human beings, how they differ, and how they adapt to their environment. Handicaps are an important part of that study. We cannot understand ourselves and our world if we cannot understand human differences – many of which are differences caused by a disabling condition of some kind, whether it is physical, mental, emotional, cosmetic, chronic illness or learning disability.

Pre-viewing questions and activities:

1. **What is a handicap?** (Something that disables one or diminishes one's physical, emotional or intellectual capacity.) **What handicaps, more or less easily corrected, do we encounter frequently?** (For example, the need to wear glasses.)

2. **Explain to students that there are a number of handicapping conditions. Among the more common ones are physical handicaps** (blindness, deafness, amputation), **chronic health conditions** (epilepsy, diabetes, asthma), **and neurological disabilities** (cerebral palsy, muscular dystrophy, spina bifida).

3. **Is it unusual or unhealthy to be curious about handicaps, to want to talk about them and to ask questions about them?** (Not at all. It is a way, in fact, to foster an understanding and concern for individual differences.)

Post-viewing questions and activities:

1. **Why does Mike come to the POWERHOUSE?** (To work in the photo darkroom.) **Is he good at his job?** (He is excellent.)

2. **What do you think Mike wants: to be accepted by the group? to be treated in a special way? to be pitied?**

3. **Attitudes are important in this story. How would you describe Kevin's attitude toward Mike? Is Mike held back by his hand – or by Kevin's attitude? Is Kevin's attitude a kind of "handicap"?**

4. **Would you like Mike as a friend? Why or why not?**

5. **Activity: Pick any scene of your choice and describe it to a friend who cannot see. Write a description that will make that person see it, smell it, sense it, understand its textures and its moods.**

6. **Name famous people who have had a handicap of some kind. Write a brief biography of one of them.**

7. **Ask volunteers to bring something from home that can be recognized by smell or texture or shape. Put each item in a box. Then blindfold part of the class and have them touch each item and give one clue as to its identity** (It feels soft, it has rough edges, etc.). **What's the purpose of this activity?** (It's a learning experience in using senses other than sight.) **Now, confuse the senses: have a blindfolded student smell an onion while biting an apple. Could the student identify the fruit? What does this tell us?** (That our senses are interrelated, and that the knowledge we need can often be derived only if two or more of them are providing us with information.)

UNCOMMERCIALS

The uncommercial in "One of the Gang" which reflects the theme of the segment is:

No. 37. Achievement Awards – *Mainstreaming*
Personal Achievement Award: To the 4-H members in Loudon County, Virginia, for teaching their disabled members to ride horseback. A great way to share a great experience and to be part of a group!

Other uncommercials in this segment are:

No. 14. Interview – *Meeting Girls*
No. 6. Celebrity Organ – *The Teeth*
No. 26. Good Advice – *Ask, Answer, Act*
No. 10. Don't Just Sit There – *Exercise to Relax*

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POWERHOUSE 111

Theme: Learning to Take Risks and Accept Challenges

Something Ventured

Synopsis:

Bobby takes a thoughtless risk when he accepts money to deliver a shoebox for a boy who has been in trouble with the law. Without asking what's in it, Bobby puts the shoebox in his locker at POWERHOUSE, and then learns that there have been a number of burglaries in the area. The shoebox, loaded with stolen jewelry, incriminates Bobby. The POWERHOUSE kids decide to help Bobby prove his own innocence, but it isn't easy with the odds and evidence against him.

Goals:

To increase awareness of the value of taking risks and accepting challenges which are carefully weighed and thought out.

Background:

Learning how to take risks, trying new things, and accepting challenges can greatly enrich the lives of children and give them the confidence and self-esteem that they need for the rest of their lives. The key words are **learning how.** Taking risks is a way of extending ourselves mentally and physically. But first we must evaluate what we are doing, consider all the options, learn as many facts as possible, decide if the risk is worth taking, and then plan actions carefully.

Pre-viewing questions and activities:

1. There are several examples of foolish risk-taking in this episode. Have students make note of these as they appear. What does it mean to "act impulsively"?

2. What kinds of risks are there? Is it possible to live without taking risks? (Not if one is to know the joy and satisfaction that come from trying new things.)

Post-viewing questions and activities:

1. Why did Bobby initially agree to deliver the shoebox? (For money.) **What did he do that was foolish?** (He didn't check the contents of the shoebox to make sure he wasn't involved in something illegal.)

2. What other examples of foolish risk-taking did you see in this show? Why was Brenda so upset after discovering the POWERHOUSE kids in the alley? (They had acted without thinking about the possible consequences of their actions.)

3. Relate a situation in which you had to take a risk. What did you do?

4. How do you determine whether a risk is acceptable? (Know all the facts, consider all options, don't be impulsive.)

5. What are some positive reasons for taking risks? What are some negative reasons?

6. Are there risks in asking questions?

7. What does it mean when we say taking risks is a way of extending ourselves mentally and physically? (We are broadening ourselves each time we try something new. Even when we fail, we have had the experience of **trying**.)

8. Have students prepare a collage showing people taking risks. Encourage them to show as great a variety of risk-taking as possible.

9. Activity: Write a story about someone taking a risk. Describe the risk, the possible consequences, and the ultimate outcome.

10. Can your students identify historical figures who accomplished something only because they were willing to take risks? (Columbus, George Washington, Mme. Curie, Joe Louis, Louis Pasteur, Carrie Nation, Galileo, etc.) **What about artists? Why might it be necessary for an artist to take risks?** (Because they must devote their entire lives to their art, rather than dealing with the economic necessities of making a living.) **What kinds of risk-taking in general are associated with career choices?**

UNCOMMERCIALS

The uncommercial in "Something Ventured" which reflects the theme of the segment is:

No. 26. Good Advice–*Ask, Answer, Act*
A ventriloquist returns from the doctor with medicine and complains to his dummy that the doctor didn't tell him what was wrong with him. Says the dummy: "Did you ask the doctor questions?" "No," says the ventriloquist. The dummy replies: "People like you give people like me a bad name." Help your doctor help you. Ask the right questions of the right people.

Other uncommercials in this segment are:

No. 1. Accident of the Week–*Hidden Dangers*
No. 22. Jingle–*Growin' Up*
No. 4. Celebrity Organ–*The Lungs*
No. 7. Don't Just Sit There–*Body Sounder*

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POWERHOUSE 112

Theme: Knowing How to Find Help When We Need It

Help Wanted

Synopsis:

Teenage mother Tammy Dewitt is frightened and desperate when she arrives at POWERHOUSE. Her husband has been killed in an automobile accident and his wealthy parents are trying to take custody of her six-month-old son. Tammy has run away with the baby, but she doesn't know where to go or what to do. Her in-laws have hired a private investigator to find her, and she is frantic. She needs help–and she needs it fast.

Goals:

To encourage young people to learn about the services and protective organizations which are available to them, and not to fear asking for help when they need it.

Background:

Young people need to know what help is available to them when they have questions, problems or concerns that they cannot handle on their own or in the privacy of their homes. In all communities there are resources they can call upon: a school counselor, a doctor or nurse, a youth social worker, a member of the clergy, a police officer, hotline personnel, and youth counseling services. Encouraging children to use these resources is another way of saying to them: **You** are in charge of your life and your emotions. When you need help, you **can** do something.

Pre-viewing questions and activities:

1. **This is a show about resources** (defined as a source of supply or support, a possibility of relief or recovery) **and rights** (something to which one has a just claim). **Suggest that students keep these words in mind as they view "Help Wanted" and see if they can determine how they apply to this story about Tammy and her baby.**

2. Suggest a classroom discussion on these questions: **To whom would you first go to discuss a problem? Why would you choose that person? What might you gain by talking to that person? Is it ever wrong or childish to ask for help?** (Never.) Then ask these same questions after viewing the telecast.

Post-viewing questions and activities:

1. **Why did Tammy run away from Cooperstown?** (Her in-laws were trying to gain custody of her child, and she didn't understand her legal rights or know the resources that were available to her.)

2. **How did Tammy's in-laws violate her rights?** (They forged her signature on a custody agreement.) **How did Lolo know the signature was a forgery?** (It was too perfect not to have been traced; people's signatures are never exactly the same.)

3. **Define the word "rights." Can you name some rights which are guaranteed by law?**

4. **In America, what document defines our basic rights?** (The Constitution.) **When we say laws like those in the Constitution "protect" us, what do we mean?** (They guarantee us certain rights; they limit the powers and procedures of government and law enforcement agencies on all levels, and they define the ways in which our fellow-citizens can—and cannot—interfere with our rights.)

5. **Activity: Have a committee of volunteers research the resources available to young people in your community.** (Youth organizations and centers are often listed in the yellow pages of the telephone directory.) **What services does each organization provide? Who is eligible to use their services?**

6. **Are we being disloyal to our family when we seek help outside the home?** (Some problems are not easily discussed with parents or teachers. The important thing is to **do something** when we have a problem, not let it get worse or go unresolved.)

UNCOMMERCIALS

The uncommercial in "Help Wanted" which reflects the theme of the segment is:

No. 19. Interview–*Community Resources*
When you can't talk to your parents, who do you turn to for help? The kids respond: I talk to my doctor, sister, shrink, teacher, or dog. What's important? Ask the people who know.

Other uncommercials in this segment are:

No. 24. Jingle–*Lifelong Activities*
No. 31. Good Advice–*First Aid*
No. 32. Achievement Award–*Environmental Health*
No. 5. Celebrity Organ–*The Heart*
No. 9. Don't Just Sit There–*Dance*

1982 Telefilm

POWERHOUSE 113

Theme: Taking an Intelligent Attitude Toward Weight Control

What Have You Got to Lose?

Synopsis:

Kevin takes a job at Baxter's Deli and promptly snacks his way into a 20-pound weight gain. He is so upset with himself that he falls for a con game being played by a "diet doctor" who promises, "Lose 20 pounds in 10 days with passive exercise." A miracle panacea? Kevin's POWERHOUSE friends are skeptical. They set out to prove the scheme is a fraud–and they discover that people are going to lose a lot more than weight if the "doctor" succeeds in his plans.

Goals:

To learn how to take a sensible approach to weight reduction and control.

Background:

There is no satisfactory definition of obesity, although many have been offered. Human beings come in a variety of sizes and shapes, and it is not possible for all of us to conform to a single standard. What is possible is to be realistic about our bodies and sensible about our weight and how we control it. To do that, it is important to learn to live with the body we have, to appreciate its good features, and to have realistic expectations for it. When we're trying to lose weight, we must set modest goals and be patient, keeping in mind that high-pressure dieting can lead to compulsive eating binges, that exercise is a valuable part of any weight-loss program, and that **preventing weight gain** is ultimately the best defense against obesity.

Pre-viewing questions and activities:

1. Keep a diary of everything you eat during one day. Note your eating habits: when, what, how much, where you are, why you are eating, whether you are doing anything else at the time.

2. As you watch this show, note Kevin's eating habits. Do you think he is eating because he is hungry? Does he sit down and have a regular meal? Does he really seem to be enjoying the food? Watch for answers to these questions as you view the program.

Post-viewing questions and activities:

1. Why did Kevin gain weight? (He took in more calories through eating than he expended through exercise.)

2. What did you see the other POWERHOUSE kids doing that would help them maintain normal weight? (They were participating in an exercise class.)

3. Describe the correct ways to lose weight. (Four were described several times in this program: eat right, eat less, exercise more, drink enough water. Others include examining your personal eating habits and enlisting the aid of family and friends.)

4. What does your diary tell you about your own eating habits? How do they compare with the way Kevin eats in this show?

5. What should Kevin's boss have done when he began to feel strange during the exercise class? (He should have stopped. When exercising, it is vital to stop at the earliest sign of any problem, such as chest pain, dizziness, shortness of breath to the point of being unable to speak while exercising.)

6. What are some of the benefits of maintaining normal weight? (Longer life, increased amounts of energy to participate in physical and mental activities, the psychological benefit of "feeling good, looking good," the confidence that comes from knowing that you can control what you eat and how you feel.)

7. What is a balanced diet? (One that includes daily portions of the four major food groups: **Milk,** including butter and cheese; **Meat,** including fish, poultry, eggs, dry beans, peas, nuts, peanut butter; **Vegetables and Fruits,** including dark green or yellow vegetables, citrus fruit, tomatoes; **Breads and Cereals,** especially enriched or whole grain breads and cereals.

UNCOMMERCIALS

The uncommercials in "What Have You Got to Lose" which reflect the theme of the segment are:

No. 25. Good Advice–*Fads are Bad*
Cookie Dunkin tried all the fad diets: the all-grapefruit diet, brown rice, predigested protein, wild birdseed, and they didn't work. Says the narrator: "Cookie, forget the fad diets. Eat light, eat a variety, exercise."

AND

No. 11. Don't Just Sit There, Do Something–*Weight Control*
A mime is sitting in a chair looking bloated and depressed. Suddenly he jumps up and starts jogging in place. Then he begins to move out. Other joggers join the fun. Why? "If you want to get in shape, get moving. Run a little more every day. Don't just sit there. Do something!"

Other uncommercials in this segment are:

No. 21. Interview–*Femininity*
No. 5. Celebrity Organ–*The Heart*
No. 2. Accident of the Week–*Check Your Equipment*
No. 26. Good Advice–*Ask, Answer, Act*

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POWERHOUSE 114

Theme: Seeing Beyond Sexual Stereotyping

Big Devil

Synopsis:

A big horse race is coming up and the owner of one of the major contenders picks Angie Cutrono to ride Big Devil in the race. Angie is an expert rider, but there are people at the track who don't believe a woman should be riding Big Devil or any other racehorse. As the day of the race approaches, Angie runs into some strange problems with the horse. Is it her riding ability–or is someone out to get her?

Goals:

To increase awareness that both boys and girls have the right and the responsibility to develop all their skills and their talents to the fullest, and to explore and express their feelings completely.

Background:

Young people form their attitudes about the roles of men and women at an early age. As they do, they are greatly influenced by their family and friends, and by TV, movies, radio, books, and magazines. In recent years, an increasing number of people have become concerned about the effects of sexual stereotyping on the aspirations of young people and have worked to remove stereotypes from the media. Are young people aware of the changing attitudes toward sexual stereotypes –as well as changing attitudes toward the roles of men and women? This program will give them an opportunity to examine their own feelings and attitudes.

Pre-viewing questions and activities:

1. What does the word "sexist" mean? (Bias against either sex.)

2. What does the term "sexual discrimination" mean? As you view this episode, see how the term applies to the story being told.

Post-viewing questions and activities:

1. Was Angie qualified to be Big Devil's rider? Was there any reason why she should not have ridden him?

2. Can most areas of work be engaged in by either males or females? (Yes.)

3. What should be the criteria for career choices? (Individual skills, interests, and abilities.)

4. Does whether you are a boy or a girl have anything to do with being able to express feelings? (No. All people have feelings to share. Feelings shouldn't be regarded as masculine or feminine traits.)

5. What is meant by sexual stereotypes? Can you name some common ones? (Dad's a doctor, Mom's a nurse; Dad's a company president, Mom's a secretary, and so on. Students may come up with some unexpected responses to this question.)

6. Activity: Make a collage showing men and women in traditional and nontraditional roles.

7. Interview someone holding a nontraditional job of some kind. Ask that person: Why did you decide on this job? What are its challenges? Are those challenges any different for you than they would be for someone else? Did you meet resistance when you applied for the job? Has the job given you a sense of accomplishment?

8. Ask a parent or older relative: During your lifetime, have you seen changes in attitudes toward the roles of men and women? Were you in any way held back because of your sex? If you were growing up today, would you consider different career options than you did when you were young?

UNCOMMERCIALS

The uncommercial in "Big Devil" which reflects the theme of the segment is:

No. 36. Achievement Award–*Kids in Health Careers*
Personal Achievement Award to Tracy Lattimore of Atlanta, Georgia, a Red Cross volunteer who has given 285 hours to hospital patients as a nurse's aide. A cheer for *all* kids in health careers and activities.

Other uncommercials in this segment are:

No. 6. Celebrity Organ–*The Teeth*
No. 3. Accident of the Week–*Check Your Skills*
No. 24. Jingle–*Lifelong Activities*
No. 11. Don't Just Sit There–*Weight Control*

POWERHOUSE 115

Theme: Physical Fitness

Fit to be Tied

Synopsis:

"I happen to be in perfect physical condition," brags Tony as he refuses to take part in the POWERHOUSE physical fitness program. Later, however, it is Tony who must race away from a foreign agent, and it is Tony who gets tired and loses the race. Only fast work by Lolo and the others averts an international incident that develops because of Tony's failure.

Goals:

Encouraging young people to develop lifelong habits of exercise and physical fitness.

Background:

People exercise for many reasons: vanity, self-image, health, strength, flexibility, to feel better, to have fun, to decrease stress, to increase mental fitness. Exercising is one positive thing we can do for ourselves. What can eight- to twelve-year-olds do? They can engage in sports and games on a regular basis. They can balance physically active pastimes and passive pursuits. They can understand and take part in activities that promote endurance, strength, flexibility, and coordination. They can be aware of the value of regular exercise in improving their general health and sense of well-being.

Pre-viewing questions and activities:

1. Ask students to define the term "physical fitness." Then ask each one to bring a picture to class showing someone who is physically fit. There's an interesting lesson here; to talk about fitness is one thing, but how do students **see** it? Do they see it in people who have the same build, the same look? You might then introduce pictures of very different types of people who are physically fit; a ballerina, a jockey, a football player, a weight lifter, and so on.

2. Why is it important to exercise?

Post-viewing questions and activities:

1. The POWERHOUSE kids set goals for themselves in this show. How important are goals? Must they be realistic goals? Why or why not? (More about goals in Show 104.)

2. Was Tony in "perfect physical condition"?

3. Exercising is something you do for yourself. How do you feel when you know you have done something good for yourself? Or when you have done something harmful to yourself?

4. What things do you do on a regular basis to keep yourself physically fit and feeling fine?

5. Activity: Keep a log for one week of everything you do that involves some form of exercise. List every activity, how long you did it, whether or not you warmed up before doing it.

6. A great many physical injuries occur because people do not warm up properly. Why is it important to warm up before doing an exercise?

7. Activity: Plan a class physical fitness program. Set some goals and see which activities can be incorporated into the busy lives of students.

8. Ask someone who is knowledgeable about physical fitness and exercise to speak to the class. It is extremely important for young people to learn not only that exercise is good for them, but which exercises are good, how to do them properly, how often to do them, how to pace themselves. (Nutrition is another element in physical fitness. You'll find more about this in Show 113, and there may well be someone–perhaps the school nutritionist–upon whom you can call to talk to the class about eating well and feeling fit.)

UNCOMMERCIALS

The uncommercial in "Fit to be Tied" which reflects the theme of the segment is:

No. 8. Don't Just Sit There, Do Something– *Warm Up/Warm Down*
Two girls are working out on a crossbar. A third girl explains that when you are exercising, you must warm up first. It gets your body ready, and it makes it easier to move so you don't get hurt.

Other uncommercials in this segment are:

No. 30. Good Advice– *Equipment: Fit, Function, Cost*
No. 23. Jingle– *Participating is Fun*
No. 28. Good Advice– *(Nutrition) Eat a Variety*
No. 27. Good Advice– *Stunt Driver*

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POWERHOUSE 116

Theme: Learning to Like Ourselves as We Are

The Short Life of Lolo Knopke

Synopsis:

"I don't want to be a shrimp for the rest of my life," declares an unhappy Lolo, and his POWERHOUSE friends rally around to cheer him up. "It's not how big your body is, but how big **you** are," says Brenda, and the others concur: "You're smart, gutsy, caring," they tell him. And then, suddenly, the discussion becomes academic. The group leaves POWERHOUSE, but Lolo goes back to get his cap. Just then, a bomb goes off in the basement. Is it curtains for Lolo?

Goals:

To help young people understand that each person grows and develops at his or her own rate, and that each person should build on present strengths without worrying unnecessarily about things he or she cannot control.

Background:

Young people must learn to adapt to the changes brought on by growth. Such learning takes time, patience, and understanding. It is important for young people to know that they are not alone, that growth and development happen to each and every one of them. What does vary widely, however, is the intensity of the growth spurt, as well as the duration and age of onset. What causes the differences? Experts cite a number of factors including heredity, glands, prenatal conditions, nutrition, health habits, exercise habits, environment, social changes, anxieties related to changes, and the influence of peers, family, and the community.

Pre-viewing questions and activities:

1. **Throughout this series, Lolo has been the one to spot and interpret clues, track down facts, and solve many of the mysteries through logic and deduction. Has his size been a factor in any of these shows? How would you describe Lolo?**

2. **In this story, Lolo is said to be rushing his time clock. What does that mean?**

Post-viewing questions and activities:

1. **What has Lolo learned by the end of the episode?** (To accept and appreciate his good qualities without worrying about things he cannot change.)

2. **What kinds of things can we change about ourselves?** (We can change habits, such as eating, sleeping, exercising, and smoking; we can change attitudes; we can take responsibility for our lives and our lifestyles.)

3. **Activity: Have each student take a piece of paper and write down three positive qualities of someone in the class, without naming the person. A committee of students can then compile a master list of qualities that are admired by your students. What kinds of qualities are mentioned most frequently? Are they physical, intellectual, social, inherited, learned?**

4. **Have each student write an essay on "things I do well" or "things I'm most proud of about myself." Encourage them to be honest, informative, and as specific as possible.**

5. **Activity: Pick one of your students to be the "Personality of the Week." Do not reveal the identity of the person. Then ask the person to put a clue on the bulletin board each day as to his or her identity.** (For example: a baby picture; a list of hobbies; pictures or collages showing likes and dislikes, favorite moments, holidays, or events.) **Make it an activity that is fun, imaginative, and revealing. Have other students guessed the identity of the person by the end of the week? Have they learned anything new about the person?**

6. **From all we have learned about human differences, what is the most important thing we can learn about ourselves?** (That each one of us is unique, and that each one of us is a good thing.)

UNCOMMERCIALS

The uncommercial in "The Short Life of Lolo Knopke" which reflects the theme of the segment is:

No. 22. Jingle–*Growin' Up*
Young people play volleyball on the beach. They are different in shape, size and age. What do they have in common? Each has learned (or is learning) that "growing up is strange and full of unexpected change, but if you talk to someone who has been through it, you may find there's nothing to it." Talk to someone.

Other uncommercials in this segment are:

No. 14. Interview–*Meeting Girls*
No. 31. Good Advice–*First Aid*
No. 35. Achievement Award–*Substance Abuse*
No. 23. Jingle–*Participating is Fun*
No. 11. Don't Just Sit There–*Weight Control*

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A Guide to the "Uncommercials"

Following are brief descriptions of the 37 "uncommercials" that will be seen in the various episodes of POWERHOUSE. A listing of all the uncommercials in each segment will be found at the bottom of the page dealing with that segment in this Teacher's Manual. For additional convenience, numbers identifying the segments in which each spot appears will be found in parentheses following each of the descriptions on these pages.

Most of the spots are 30 or 60 seconds long. They are divided into eight main subject areas, as indicated below.

Accident of the Week

A little slapstick never hurt anybody–especially if it's used to "sell" common-sense safety precautions that young people sometimes neglect.

1. **Check for Hidden Dangers:** A surfer studies his instructions, checks the surf, inspects his equipment, and bounds off into the water, where he instantly disappears from sight. Why? There was a sudden drop-off he didn't know about. When doing something risky, check for hidden dangers. *(103, 111)*

2. **Check Your Equipment:** Beverly is preparing to go biking. She's checked her skills and she's checked the road for hidden dangers. She takes off on her bicycle, but she crashes to the ground, slapstick style, as the bike disintegrates beneath her. What did she forget? When doing something dangerous, always check your equipment. *(105, 109, 113)*

3. **Check Your Skills:** A man who is about to climb a mountain has studied the cliffs, checked his equipment, and he's up and away–but then he falls. Why? He never learned to climb. When doing something risky, always check your skills. *(108, 114)*

Celebrity Organ

Amusing animated looks at how our bodies work and what they need to be strong and healthy.

4. **The Lungs** *(animated):* The mystery guest on "Celebrity Organ" is a pair of animated lungs with a distinctive voice (provided by Henry Winkler) who explains how to take care of your *own* lungs: "Never sleep under water, never put anything in your mouth that's on fire, eat right, sit straight, walk tall, because good posture makes your lungs work better." *(108, 109, 111)*

5. **The Heart** *(animated):* A big green heart explains just exactly what it does: it circulates the blood and it brings oxygen to body cells. It is strengthened by exercise, and it can be harmed by too much sugar and animal fat–and by smoking. Take care of YOUR heart. *(101, 106, 112, 113)*

6. **The Teeth** *(animated):* Dracula smiles brightly as he explains why teeth are important (you must chew up food so it can be digested), how to take care of them (brush twice daily, visit a dentist regularly), and what to eat for strong teeth (a variety). *(104, 107, 110, 114)*

Don't just sit there, do something

Activity is the answer to a variety of questions, such as "How can I feel better?" "How can I take charge of my body and health?"

7. Body Sounder: A young man rhythmically taps his chest, playing his body like a drum. "It makes me more aware of what my body can do," he says. "It's a take-along instrument." Kids, cops, adults all begin to play body sounders. You can, too! *(103, 106, 111)*

8. Warm Up/Warm Down: Two girls are working out on a crossbar. A third girl explains that when you're exercising, you must warm up first. It gets your body ready, and it makes it easier to move so you don't get hurt. *(104, 109, 115)*

9. Dance: The fun can last a lifetime. A smiling young woman gets the beat going, explaining that dance is movement and time. You can do it when you're old, when you're young, or any time in between. Start tapping your feet... and you're dancing! *(102, 108, 112)*

10. Exercise to Relax: Feeling uptight? Everything going wrong? Don't just sit there. Do something. Breathe in, breathe out, exercise to relax. It works! *(101, 107, 110)*

11. Weight Control: A mime is sitting on a chair looking bloated and depressed. Suddenly he jumps up and starts jogging in place. Then he begins to move out. Other joggers join the fun. Why? "If you want to get in shape, get moving. Run a little more every day. Don't just sit there. Do something!" *(105, 113, 114, 116)*

Frontiers of Science

Some surprising new techniques are being used to enrich our lives, and these "uncommercials" tell us about two of them.

12. Biofeedback: A futuristic-looking machine is wired to the fingertips of a young boy and it reflects his agitation as he describes a classroom situation which makes him nervous. What's happening? Scientists and doctors are using biofeedback to help us understand and reduce the tensions we feel. *(105)*

13. Hypnosis: A young girl is about to have a tooth filled. Before that, however, her dentist helps her relax through hypnosis. Medical hypnosis: another way science can help each of us to be a POWERHOUSE. *(108)*

Interviews

Ask a question, get an answer–that's the premise of this series of fast, funny interviews with kids. The questions cover a surprising variety of topics; and the answers–well, at times, they're just surprising!

14. Meeting Girls: A young boy needs help. "How do I get girls to like me?" he asks, and his friends reply: go to the girl and talk to her, relax...steal her comb. What's it mean? Ask questions, get answers. *(110, 116)*

15. Friendship: What's a real friend? Kids respond: someone who helps you when you're in trouble, someone who plays with you, someone you can knock down and will still like you. Friendship–it's important! *(101, 102, 108)*

16. Illness: A boy sneezes and asks, "How do I fight the common cold?" His friends give advice: "Stay away from me." "Don't take a bite out of my donut." "Don't borrow my chapstick." "Keep washing your hands." "If you've got something to say, make it ten feet away." In other words, use common sense about your health and the health of others. *(105)*

17. Practicing: A young girl bangs on the piano keys in frustration. "Why do I have to practice?" she demands, and she gets some good answers: "So I won't get rusty." "So your teachers don't scream at you." And, adds a boy on a unicycle, "You can't do *this* without practice!" *(104)*

18. Winning/Losing: A good question–what's good about losing?–prompts some good answers: "It makes me appreciate winning more." "Win or lose, it's how you play the game that counts." "You've got to learn what it feels like." And, "You *learn* from losing." *(109)*

19. Community Resources: When you can't talk to your parents, who do you turn to for help? The kids respond: I talk to my doctor, sister, shrink, teacher, dog. What's important? Ask the people you know. *(103, 112)*

20. Masculinity: "What's so great about being a boy?" asks a young girl holding a beachball and the boys respond: "Boys are great at sports," says one. "Not being a girl," says another. But out of it all comes the message: "Be glad you're *YOU!*" *(106)*

21. Femininity: "What's so great about girls?" asks a young boy. "Everything," replies one girl. "You can be real rough and tough and go out and climb trees," says another. And the announcer sums it up: "Be glad you're *YOU!*" *(106, 113)*

Jingles

Madison Avenue discovered the principle a long time ago–if you want your message to be remembered, put it to music. These "uncommercials" do just that.

22. "Growin' Up": Young people play volleyball on the beach. They are different in shape, size and age. What do they have in common? Each has learned (or is learning) that "growing up is strange, full of unexpected change, but if you talk to someone who has been through it, you may find there's nothing to it." Talk to someone. *(111, 116)*

23. Participating is Fun: A shy young girl stands at the edge of an aerobic dance class. The group is exercising, singing, and having fun. Gradually, the girl begins to join the group's activities. The message is: get in the game. Participate! *(109, 115, 116)*

24. Lifelong Activities: A boy and a girl sitting on a country fence see an old man walking by. "I don't ever want to get old," says the boy–but then the man turns and casts a spell on them with his magic walking stick, and we see all three of them fishing, gardening, biking...the song says it all: "Start right away to do things that will last your whole life long." *(106, 112, 114)*

Good Advice

A collection of tips, facts, and common sense aimed at helping young people approach a variety of problems and situations.

25. Fads are Bad: Cookie Dunkin tried all the fad diets: the all-grapefruit diet, brown rice, predigested protein, wild birdseed, and it didn't work. Says the narrator: "Cookie, forget fad diets. Eat light, eat a variety, exercise." *(102, 109, 113)*

26. Ask, Answer, Act: A ventriloquist returns from the doctor with medicine and complains to his dummy that the doctor didn't tell him what was wrong with him. Says the dummy: "Did you ask the doctor questions?" "No," says the ventriloquist. The dummy replies, "People like you give people like me a bad name." Help your doctor help you. Ask the right questions of the right people. *(107, 110, 111, 113)*

27. Stunt Driver: A car screeches down the road, and careens into a spectacular crash. At the wheel is professional stuntman Harry Madson, whose job is to perform stunts for movies without getting hurt. How does he do it? "We plan everything," he says. "The rules are the same if you're driving a car or driving a bicycle in traffic." Think before you act! *(104, 107, 115)*

28. (Nutrition) Eat a Variety: A general lectures his troops: "All this stuff we hear about diversity making America weak is poppycock! Real Americans think a variety, act a variety, and eat a variety." Patriotic music plays as we see the general's troops. They're his picnicking family and neighbors, and they're eating a tempting variety of food. *(103, 115)*

29. Alcohol Affects the Body: Three young runners line up for a race. Then one drinks wine, one drinks whiskey, one drinks beer. What does it do to them? What *doesn't* it do to them? Their decision-making is poor, their vision is blurry, their balance is awful. They're acting strangely, but it's not funny. If you're thinking about drinking, get the facts. *(104, 108)*

30. Equipment: Fit, Function, Cost: How do you buy shoes? It's the *fit* that counts. You can be great, and your *shoes* can be great, if you're meant for each other! Whatever your size, buy them for the way they fit, not just the way they look. Be a winner. *Try* them before you *buy* them! *(102, 107, 115)*

31. First Aid: A young boy on roller skates crashes into a sidewalk fruit stand. The owner is semi-hysterical, the boy in pain. To the rescue comes a girl in trench coat and snap hat–and she has some snappy advice: "Get hold of yourself," she advises. "Your job in any accident is to stay cool and get help fast." *(102, 112, 116)*

32. Laughter: A teacher, watching his students squirm, fidget and twist their way through an exam, suddenly falls off his chair and comes up making faces. Why? Laughter: it's good for us all. *(103, 105)*

Achievement Awards

Some personal POWERHOUSE salutes to very special young people who are proving that individuals can make a difference.

33. Kids' Radio Show: Personal Achievement Award: To four kids who have a radio show in Washington, D.C. *(103)*

34. Environmental Health: Personal Achievement Award: To the Boys Club of Huntsville, Alabama, for its Clean Scene Machine and its monthly campaign which nets up some 4,000 pounds of trash a year. A clean scene, indeed! *(112)*

35. Substance Abuse: Personal Achievement Award: To the boys and girls of Camarillo, California, for their anti-smoking campaign. Here's one achievement that won't go up in smoke! *(116)*

36. Kids in Health Careers: Personal Achievement Award: To Tracy Lattimore of Atlanta, Georgia, a young boy who, as a Red Cross volunteer, has given 285 hours to hospital patients as a nurse's aide. A cheer for *all* kids in health careers and activities! *(114)*

37. Mainstreaming: Personal Achievement Award: To the 4-H members in Loudon County, Virginia, for teaching their disabled members to ride horseback. A great way to share a great experience and to be part of the group! *(106, 110)*

POWERHOUSE is produced by Educational Film Center, Annandale, Virginia, under a contract from the United States Department of Education.

POWERHOUSE

VIEWER'S LOG SHEET

1. What was the show about? _____

2. How would you describe the POWERHOUSE characters?

Brenda _____

Kevin _____

Jennifer _____

Tony _____

Lolo _____

Pepper _____

3. Do the people in the show become friends? _____

How do they treat each other? _____

4. Who in the group would you like to have live next door to you? Why? _____

5. POWERHOUSE is a series about health and well-being. Is having friends important to your health and well-being? How? _____

6. What qualities do you look for in a friend? _____

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BE AN INTERVIEWER!

Ask an older relative or friend these questions:

1. During your lifetime, what has taken the most practice and discipline to accomplish?

2. Why did you make that effort?

3. Was the final result worth your efforts? Why or why not?

4. What are some things you are sorry you did *not* try to do?

5. Did the fear of failure ever keep you from trying to do something? Were you sorry later?

6. What do you consider to be your greatest achievement?

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Student Handout 3

POWERHOUSE

A "POWERHOUSE" REVIEW!

Write a paragraph, either below or on a separate sheet of paper, on some of the most important things you have learned from the POWERHOUSE series.

Which POWERHOUSE shows did you like the most? The least? Why?

As the POWERHOUSE series progressed, which characters did you like the most? The least? Why?

Why is it important to like ourselves?

What aspects of our lives can we control?

If there are things you don't like about yourself, are they things you can change?

A major POWERHOUSE theme is, "Don't just sit there, *do* something." Name a problem you've had and what you did about it. Did you take positive steps? How do you feel when you do something good for yourself?

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POWERHOUSE

A "POWERHOUSE" LOOK AT THE MASS MEDIA!

The mass media has often been accused of sexual stereotyping. Is that true today? Take a look–it's your turn to be a critic!

What to Do: Pick a TV show, movie, or book that you know well and write a critique (review, essay) about it and how it portrays males and females.

How to Write Your Review: Ask yourself these questions and include your answers in the review.

☐ Name of TV show, movie, or book.

☐ Who are the major characters? Write a brief description of each.

☐ Do the characters have jobs? If so, what kinds of jobs?

☐ How would you describe the female characters? Are they strong, independent women or do they depend on others for decision-making? Do any of them have nontraditional jobs or interests?

☐ How would you describe the male characters? Are they pictured as being strong and successful? Are they helpless around the house?

☐ Are there children or teenagers in the TV show, movie or book you are reviewing? If so, how are they portrayed? Are their characters well-developed? Do they go to school, work, have responsibilities? Have they been stereotyped? (For example, are the boys interested only in sports and girls, the girls only in boys and clothes?)

In Summary: Write your review on a separate sheet of paper, including answers to the questions above. Be sure to evaluate your findings. Does the show or book you picked reflect today's changing attitudes toward the roles of males and females? Or has it continued to lock males and females of all ages into stereotyped jobs, attitudes and lives?

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POWERHOUSE

Teacher Response Card

IMPORTANT: In order to ensure that your school remains on our mailing list for future free materials, please fill out and return this card.
No postage is necessary.

Your general evaluation of the materials: _____

_____

_____

Your comments on POWERHOUSE: _____

_____

_____

Grade level(s) at which these materials were used: ___

Did you use the programs:

☐ via ITV ☐ in their prime-time run?

Do you ever assign programs for home viewing? ___

Does your school have a videotape recorder? _____

Do you sometimes tape programs off-air? _____

What kinds of programs for young people would you like to see on television? _____

_____

_____

General comments/suggestions: _____

_____

_____

Name _____

School _____

Address _____

City, State, Zip _____

Thank you!

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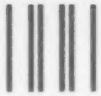
Thank you!



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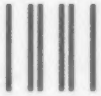

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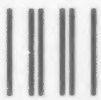

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Acknowledgements

POWERHOUSE was produced by the Educational Film Center, Dr. Jack Hunter, project manager. The executive producer for the series was Ira H. Klugerman. Ruth Pollak was head writer.

POWERHOUSE was produced under a contract from the U. S. Department of Education.

The POWERHOUSE curriculum content was developed and supervised by Dr. Charles Flatter of the University of Maryland and is the sole responsibility of the Educational Film Center.

This activity kit was created by Carole Etzler and Sue Benedetti, with art by Richard Drew.

We acknowledge the contribution of the following organizations in the development of POWERHOUSE: The American Red Cross/Youth Services, 4-H, YMCA, Campfire, Inc., Boys & Girls Clubs of America, Girls Scouts of U.S.A., Boy Scouts of U.S.A.

We offer special thanks to the following groups for help in testing the Activity Kit: Brownie Troop #2453, Annandale, Chillum 4-H Chatters, Chillum-Hyattsville Campfire, Cub Scout Pack 184, Den 2, South Arlington, Green Meadows Boys and Girls Club, Pointer Ridge Pebbles 4-H Club, Woodbridge Boys and Girls Club

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